DOCUMENT RESUME

092 811 95 CE 002 234

AUTHOR	Valentine, Ivan E.; Larson, Milton E.
TITLE	Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments; Final Report. Volume I.
INSTITUTION	Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
PUB DATE	Jun 73
GRANT	OEG-0-72-5183
NOTE	320p.; For related documents, see CE 001 403, CE 001 404, and CE 002 235
EDRS PRICE	MF-$0.75 HC-$15.00 PLUS POSTAGE
DESCRIPTORS	Accountability; *Career Education; *Curriculum Design; *Curriculum Development; Curriculum Planning; Curriculum Study Centers; Decision Making; Educational Objectives; *Institutes (Training Programs); Leadership; Personnel Needs; Relevance (Education); *Vocational Education

ABSTRACT

Three 4-day training institutes were held in various cities with two objectives: (1) to update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building, and (2) to relate the curriculum building process to the implications of career education. Participants were exposed to a wide range of topics in presentations made by guest consultants. According to the assessment procedures employed during and at the completion of the institutes, the objectives were achieved. The 22-page report is supplemented by appendixes which offer detailed information on the planning and administration of the institutes. Typical materials include forms, letters, worksheets, memoranda, mailing lists and maps. Also appended is material related to each of the three individual institutes, such as the program, listings of personnel and participants, information pertaining to group activities, a daily participant review, summaries of participants' comments, and supportive letters and forms. Another appendix summarizes the activities of five group sessions held for discussion of the topics and issues presented by the guest consultants. (AJ)

ED 092811

FINAL REPORT

Project Number V2570 15

Grant Number OEG-0-725183

TRAINING INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS

Ivan E. Valentine
and
Milton E. Larson

Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

June 1973

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VOLUME I

CE 002234

ED 092811

FINAL REPORT

Project Number V2570 15
Grant Number OEG-0-725183

TRAINING INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS

Ivan E. Valentine
and
Milton E. Larson

Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

June 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Volume I

ACKNOWLEDGEMENTS

It is appropriate to acknowledge the efforts of many persons whose assistance, cooperation and special efforts contributed greatly to the success of the Institutes. Special credits and recognition are due Dr. Elizabeth Simpson, Director of the Curriculum Center for Occupational and Adult Education, U. S. Office of Education and Mr. Bill Berndt, Program Specialist and Project Monitor, Curriculum Center for Occupational and Adult Education, U. S. Office of Education for their timely suggestions and encouragements in the planning and implementation of the Institutes.

Special thanks is extended to our advisory committee members (identified in Appendix B) who shared their expertise with the Co-Directors in the planning and implementation of this project. Thanks is also given to the many individuals who served as consultants and resource personnel during each of the Institutes.

In addition, special recognition is given to Ida Lou Delehoy, Secretary, Patricia Hemby, Secretary, and Ralph Green, Research Associate for their attention to details in conducting the Institutes and efforts in data collection, analysis and assistance with the final report.

Dr. Ivan E. Valentine
Institute Co-Director

Dr. Milton E. Larson
Institute Co-Director

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iii

LIST OF TABLES viii

SUMMARY. 1

    Problems, Purposes, and Objectives. 1
    Procedures and Activities 2
    Conclusions and Recommendations 3

INTRODUCTION 5

METHODS. 9

    Advisory Committee. 9
    Program Planning. 9
    Guest Consultants 9
    Participants. 10
    Agenda. 10
    Group Activities. 10
    Facilities. 11
    Transportation. 11
    Program 11
    Assessment. 12

FINDINGS AND ANALYSIS. 13

CONCLUSIONS AND RECOMMENDATIONS. 21

    Introduction. 21
    Conclusions 21
    Recommendations 22
    Summary 22

APPENDIXES

    Appendix A   PROPOSAL. A-1

    Appendix B   PLANNING. B-1

        Personnel-Advisory Committee B-3
        Meeting Information Letter B-4

TABLE OF CONTENTS (Continued)

Page

Planning Work Sheet. B-5
Tentative Institute Programs B-11

Appendix C ADMINISTRATION OF THE INSTITUTES. . . . C-1

U. S. Office of Education Personnel. C-3
Institute Personnel. C-3
Letters to State Directors C-5
Letter to Curriculum Laboratory Directors. C-7
Mailing List C-8
Institute Information. C-18
Map of Regions C-20
Nominations Form C-21
Brochure C-23
Letters Confirming Agreement C-25
Memorandum of Agreement and Letter C-26
Consultants Arrangements Forms and Letters C-28
Letter to Nominee. C-37
Application Form C-38
Post-Institute Assessment Form C-40
Institutes Overview. C-44
Reports to the U. S. Office of Education C-45
Impact of the Curriculum Project C-55

Appendix D INDIVIDUAL INSTITUTES D-1

Fort Collins, Colorado Institute

Program D-3
Consultants and Resource Personnel. D-9
Participants. D-11
Office Memo - Institute Information D-18
Group Leaders D-21
Group Leader Duties and Responsibilities. . . D-22
Group Assignments D-24
Group Activities - Sessions I - V D-25
Daily Participant Review. D-34
Summary of Participant's Daily Comments . . . D-36
Supportive Letters and Forms. D-39

Washington, D. C. Institute

Program D-53
Consultants and Resource Personnel. D-59
Participants. D-60
Office Memo - Institute Information D-66

TABLE OF CONTENTS (Continued) Page

Group Leaders D-69
Group Leader Duties and Responsibilities. . . D-70
Group Assignments D-71
General Considerations - Group Activities . . D-72
Group Activities - Sessions I - V D-73
Daily Participant Review. D-82
Summary of Participant's Daily Comments . . . D-84
Supportative Letters and Forms. D-87

Auburn, Alabama Institute

Program D-99
Consultants and Resource Personnel. D-105
Participants. D-107
Office Memo - Institute Information D-113
Listening Team Instructions D-116
Reactor Panel Comments - Dr. Weagraff D-118
Reactor Panel Comments - Dr. Wall D-124
Group Leaders D-127
Group Leader Duties and Responsibilities. . . D-128
Group Assignments D-129
General Considerations - Group Activities . . D-135
Group Activities - Sessions I - V D-136
Daily Participant Review. D-145
Summary of Participant's Daily Comments . . . D-147
Supportative Letters and Forms. D-150

Appendix E SUMMARY OF GROUP ACTIVITIES E-1

Group Session I E-3
Group Session II. E-7
Group Session III E-9
Group Session IV. E-15
Group Session V E-18

Appendix F ADDITIONAL COMMENTS BY PARTICIPANTS . . F-1

Additional Participant Responses at the Time of the Institutes F-3
Letters Received from Participants F-12

LIST OF TABLES

Table | | Page
I. Analysis of Participants' Responses on Final Day of Institute Relative to Subject Content. 14

II. Analysis of Participants' Responses on Final Day of Institute Relative to the Institute Purposes . 16

III. Analysis of Participants' Responses on Final Day of Institute Relative to Organization and Conduct of the Institute. 17

IV. Analysis of Participants' Responses on Final Day of Institute Relative to General Feelings about the Institute 18

V. Indications by Participants of All Institutes of the Strong and Weak Points of the Sessions. . . . 19

VI. Suggestions by Participants of All Institutes for Increasing the Application of the Knowledged Gained. 20

VII. Participants' Responses Expressed at the Time of the Institute Relative to Subject Content F-3

VIII. Participants' Responses Expressed at the Time of the Institute Relative to the Institute Purposes. F-5

IX. Participants' Responses Expressed at the Time of the Institute Relative to Organization and Conduct of the Institute. F-6

X. Participants' Responses Expressed at the Time of the Institute Relative to General Feelings about the Institute F-7

XI. Participants' Responses as to how they Planned to Apply the Knowledge Gained at the Institute . . . F-8

XII. Suggestions by Participants of all Institutes for Areas of Subject Matter for Inclusion in Future Institutes. F-9

LIST OF TABLES (Continued)

Table | | Page

XIII. Participants' Responses as to Whether or not as a Result of the Institute, They Would Continue Contacts with Consultants and Participants . . . F-10

XIV. Other Comments by Institute Participants as Indicated by Two or More Participants. F-11

SUMMARY

GRANT NUMBER: OEG-0-72-5183

TITLE: Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments.

PROJECT DIRECTORS: Dr. Ivan E. Valentine, Co-Director
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dr. Milton E. Larson, Co-Director
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

LOCATION AND DATES OF THE INSTITUTES:
Fort Collins, Colorado October 23-27, 1972
Washington, D.C. November 13-17, 1972
Auburn, Alabama February 5-9, 1973

Problems, Purposes and Objectives

Vocational education faces a challenge -- a challenge rooted in the social and economic environment of people. Looking to the future vocational education leadership will meet new problems that will not yield solutions used in the past. If past experience alone cannot provide answers, a new leadership must be prepared and resources to assure self-renewal must be provided present leadership.

Traditionally, vocational programs have not resulted from research and development activities alone. Modern dissemination methods hold great promise for diffusion and application of new concepts and new models developed through research. Yet, too often, positive action in the change process is slow to occur. One of the greatest deterrents to implementing planned change is diffusing relevant information to those key individuals who are in a position to make change. One of the greatest challenges of these Institutes was to provoke, on the part of the participants and consultants, a common understanding of mutual problems and to consider innovative concepts and new developments in curriculum building that can provide answers to the challenges that lie ahead. Participants could leave the Institute motivated to build new curriculums and influence those who in the classrooms must produce the changes so desired and needed.

Central to the Institutes were those key individuals who were in positions best able to promote curriculum changes. Explored were problems and issues confronting vocational education today. Further stress was placed upon the implications of Career Education and changing philosophies of education for the curriculum building processes. Strategies for realistic curriculum were emphasized and group activities provided for application of the concepts discussed and for greater interpersonal relationships among the participants for understanding and sharing of mutual problems.

Objectives for the Institutes were established as follows:

1. To update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building
2. To relate the curriculum building process to the implications of Career Education.

Procedures and Activities

Conduct of the Institutes were categorized into three major phases: planning; conducting the Institutes; and post-institute activities.

The planning phase involved an advisory committee of ten outstanding individuals (Section B, Appendix B) which met on July 29, 1972 for the purpose of planning the Institutes relative to refining:

1. A tentative program developed by the Co-Directors
2. Suggested guest consultants
3. Procedures for participant selection
4. Consultant and Institute staff responsibilities
5. Locations and dates for conducting the Institutes.

Locations and dates were established, consultants contacted, and State Directors, curriculum laboratory directors and U. S. Office of Education supervisors were asked to nominate individuals with curriculum responsibilities as participants for the Institutes. Three Institute sites were selected and geographically located to permit maximum attendance by those nominated. Selections were made from those nominated and these individuals were then invited to participate in one of the three Institutes. Two hundred fifty-two persons were active participants in the Institutes, representing all fifty states, the District of Columbia, and two U. S. territorial possessions.

During the conduct of the Institutes, participants were exposed to a wide range of topics related to innovative concepts and new developments in vocational and career education curriculum building. Guest consultants made presentations on topics that included:

1. General Overview of Curriculum Development
2. Occupational Analysis
3. Curriculum Development and Career Education
4. Curriculum Design
5. Curriculum for the Disadvantaged
6. Accountability
7. Value Basis for Curriculum Decisions
8. Validation
9. Curriculum Adaptation
10. Staff Development.

Workshops or group sessions were an integral part of the Institutes to afford participants an opportunity to further discuss the topics presented and to explore their own concepts about the curriculum building process. A daily assessment of the Institute activities provided the Co-Directors with feedback to implement changes and assess the value of the planned activities.

A post-test was administered on the last day of each Institute to elicit data relative to the Institute and its effectiveness. The post-test provided the Co-Directors with valuable information which assisted them in planning for the succeeding Institutes as well as supplying data for evaluating the success of the Institutes.

Conclusions and Recommendations

As a result of the attendance by the participants at the three regional Institutes, the work which they performed, and the analysis of the participants' assessment, the following conclusions were developed:

1. The geographical mix of the participants promoted valuable exchanges of ideas and concepts about new and emerging programs for infusing career education and vocational education. Evidence indicated this exchange will continue long after the Institutes.
2. Selection of participants provided cross-sectional variety of vocational service areas, institutional classifications, and professional position classifications.

3. Evaluation results indicated that the participants were generally well pleased with the presentations and overall operations of the Institutes.
4. There was evidence that a majority of participants planned to re-evaluate their programs and planning to implement positive program change as a result of having attended one of the Institutes.
5. A large majority of the participants found the material presented was valuable and was a guide for future action related to curriculum construction relative to career and vocational education.

The following recommendations are offered based on the experience of the Institutes and from data collected from the assessment instrument:

1. Agencies and Institutions should be encouraged to sponsor similar institutes for continuation of training key personnel in the integration of innovative concepts and new developments as they relate to infusing new career and vocational education concepts into curriculum.
2. At future institutes, every effort should be made to attract participants from new and developing institutions and programs, and from all disciplines of education.
3. Preparation and dissemination of printed materials and ideas related to practical, successful situations that can be adapted by participants should be continued and improved.
4. Time for individual and group participation in the program of the Institute should be continued.
5. Institutes of this type should be continued on a national and regional basis to update curriculum personnel.

Results:

According to the assessment procedures employed during and at the completion of the Institutes the objectives established were apparently achieved, thus indicating the Institutes were successful. The acceptance of the topics discussed and the deep involvement by the participants in each activity demonstrates the timeliness and relevance of the Institutes to those attending.

INTRODUCTION

Our complex society continues its trend toward more reliance upon technical developments, yet must retain its sociological concepts to remain viable. Public education institutions, particularly vocational and technical schools, must generate students with technical skills and knowledges to meet societal demands as well as develop attitudes to permit the student to retain his individuality in the exercise of good citizenship. These skills, knowledges, and attitudes come about to a great extent through a total educational experience in a formalized program broadly described as the curriculum. Basic to the development of the curriculum is identification of the content, methodology for identification of needs, and translating those needs into meaningful education through effective methods which reflect the needs of both the students and potential employers.

Recognizing that the curriculum specialist is the corner stone of the curriculum building process, these Institutes focused upon state vocational curriculum supervisors, curriculum laboratory personnel, teacher educators, and others with curriculum responsibilities. Specifically stated, the objectives of the Institutes were to:

1. Update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building
2. Relate the curriculum building processes to the implications of Career Education.

The objectives represented a tremendous challenge to the sponsors and the participants. The possibilities for program redirection, cost savings to taxpayers, and greater accountability for tax dollars spent was inherent in realization of the goals. Analysis of the assessment by the participants indicated a high degree of satisfaction (as they viewed it) with the conduct, content, and organization of the Institutes to fulfill those goals.

Two hundred fifty-two participants from all fifty states, Puerto Rico, the Virgin Islands, and the District of Columbia were present. These persons included vocational administrators holding positions as state supervisors, curriculum laboratory supervisors and specialists responsible for curriculum development, local superintendents and supervisors charged with program development, teacher educators responsible for preparing educators, and local teachers who actually implement the curriculum in the classroom. Although the background of most participants was vocational education in nature, some were general educators responsible and interested in both academic and vocational programs.

The impact of the Institutes, as reflected by comments from participants, guest speakers, representatives of the U. S. Office of Education, and others, although difficult to measure, seemed to have been considerable. Direct involvement of all participants in curriculum development and implementation coupled with their intense interest for learning new trends indicated the timely nature of the Institutes.

The varied nature of the presentations together with the opportunities for group dynamics provided for individual interests, needs, self expression, and interpersonal relationships. The planned program was followed precisely as released to the participants prior to each Institute with the exception of minor time changes.

The concepts of many were broadened through consideration of new trends and the sociological aspects for curriculum decision making. Others secured reinforcement of ideas and concepts through interpersonal relationships by meeting and visiting with persons engaged in similar activities and having similar problems. The program of each Institute focused upon implications of career education for vocational education, the changing philosophies of education, and the strategies for realistic curriculum which included identifying the base for decisions, analyzing needs, determining behavioral objectives and performance goals, and translating these objectives and goals into instructional content.

To further document the Institute activities described in this report, the pictures which appear on pages 7 and 8 depict all of the consultants as they spoke to participants during the formal Institute sessions. Also shown are one of the reactor panels and two typical group sessions.

BEST COPY AVAILABLE

WILLIAM BERNDT
"INSTITUTE OVERVIEW"

DR. CLEVELAND DENNARD
"CURRICULUM FOR INNER-CITY"

Executive House
WASHINGTON, D.C.

DR. HOWARD HJELM
"RESEARCH & DEVELOPMENT"

LEON LEWIS
"OCCUPATIONAL ANALYSIS"

ALL-AMERICAN INN

FRANK WIMER
"STAFF DEVELOPMENT"

DR. SUNNY HANSEN
"SOCIAL ASPECTS OF CAREER EDUCATION"

ALL-AMERICAN INN

ROMAN PUCINSKI
"ACCOUNTABILITY"

DR. JIM WALL
"CURRICULUM VALIDATION"

ALL-AMERICAN INN

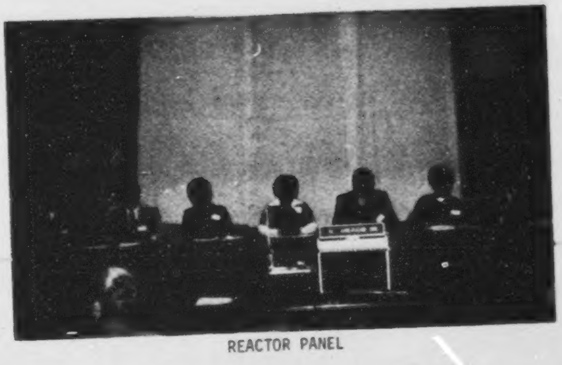
DR. BYRL SHOEMAKER
"CURRICULUM OVERVIEW"

DR. ROBERT STAKE
"ACCOUNTABILITY"

ALL-AMERICAN INN

DR. WILLIAM PIERCE
"NEW TRENDS IN VOCATIONAL EDUCATION"

DR. A. R. CHAMBERLAIN
"ACCOUNTABILITY IN HIGHER EDUCATION"



REACTOR PANEL

BEST COPY AVAILABLE

DR. EDWIN KURTH
"CURRICULUM OVERVIEW"

DR. JACK WILLERS
"PHILOSOPHICAL BASES FOR DECISION MAKING"

DR. PATRICK WEAGRAFF
"DETERMINING OBJECTIVES"

LAWRENCE DAVENPORT
"CURRICULUM FOR INNER-CITY"

DR. HENRY HERMANOWICZ
"CURRICULUM DESIGN"

DR. ELIZABETH SIMPSON
"ROLE OF THE CURRICULUM CENTER"

DR. DUANE MATTHEIS
"CAREER EDUCATION DEVELOPMENTS"

DR. HARRY HUFFMAN
"CURRICULUM FOR INNER-CITY"

GROUP SESSION

GROUP SESSION

METHODS

Approval of the proposal (Appendix A) initiated the process of planning the Institutes. Each step of the process was implemented as described briefly in the paragraphs that follow.

Advisory Committee

A tentative program was developed and presented to an advisory committee for review, comments, and suggestions as to content and resource personnel. Many planning details are noted in Appendix B. Eight outstanding educators with diverse, but extensive backgrounds for curriculum development and from widely dispersed geographical locations served on this committee. In addition, two very knowledgeable members of the U. S. Office of Education assisted the committee. From their suggestions and recommendations, the Co-Directors modified the program structure and personnel.

Program Planning

The revised program was a composite of the original concepts, the proposed guidelines provided by the U. S. Office of Education, and the recommendations of the advisory committee. The varied backgrounds and needs of the potential participants was recognized in keeping with the established goals for the Institutes. The range of topics was selected to satisfy the needs of less experienced personnel as well as the more knowledgeable individuals in this field. Many documents resulted from Institute planning and implementation to assist the Co-Directors in administering the many activities of the Institutes and securing personnel. The documents are shown in Appendix C and Appendix D.

Guest Consultants

Much consideration was given to the selection of the consultants for appropriate and effective presentation of the desired concepts. In each case the most competent individual available was selected. Some were selected because of their deep involvement and broad experience in curriculum development; others because of their leadership in innovative techniques and concepts related to vocational education and career education. Considerable variation existed in the backgrounds, knowledges, and experiences of the consultants, yet each made an important contribution to the total desired effort. The consultants are identified in Appendix D.

Participants

Every effort was made to invite persons in positions of leadership having curriculum development responsibilities. First priority was given to those curriculum personnel from the U. S. Office of Education, State Departments, and curriculum laboratories. Second priority was given to teacher educators, and third, to individuals in other categories not previously specified. An excellent mix was obtained, with two hundred fifty-two participants from all fifty states, Puerto Rico, the Virgin Islands and the District of Columbia. Most participants were either state curriculum supervisors, U. S. Office of Education curriculum personnel, curriculum laboratory specialists, or vocational teacher educators, although some of the participants were local and state leaders charged with development of special career education projects.

The individuals were nominated by State Directors, U. S. Office of Education supervisors, and directors of curriculum laboratories. Nominated individuals were invited to apply for the Institutes. Applicants were selected from those best satisfying the criteria as mentioned above. Approximately 100 alternates were also selected from those persons applying for the Institutes. Some of the alternates did attend due to cancellations among the group of individuals initially selected.

Agenda

A complete agenda for each of the three Institutes, along with supportive documents for each Institute, appears in Appendix D.

Group Activities

Group activities were an integral part of the learning process design of the Institutes. Group leaders were selected from the invited participants. Special consideration was given to the leader's background and leadership capabilities before his/her selection. The participants at each Institute were divided into four equal groups (except Auburn, Alabama which had six groups). Each group functioned with a leader and secretary. The written report from each session was given to the Co-Directors in addition to (and summarized in Appendix E, as the verbal report given to the entire group on the last day of the Institutes by the secretary of each group. The group leaders and secretaries did a highly commendable job. Visitations to the group sessions by the Institute Co-Directors and the consultants provided assurance that each group was giving due consideration to the topics under discussion. In addition to providing opportunities for group dynamics, positive enrichment for each participant resulted from the five sessions at each Institute. The group outputs when summarized and analyzed illustrated the knowledge, concern, and willingness of the participants to accept the emerging trends and concepts for curriculum development for vocational and career education.

Facilities

The Institutes were housed in facilities at each of the three locations as follows:

Fort Collins, Colorado: The Student Center at Colorado State University, October 23-27, 1972
Washington, D.C.: The Executive House, November 13-17, 1972
Auburn, Alabama: The All-American Inn, February 5-9, 1973.

Transportation

At the Institutes at Fort Collins, Colorado and Auburn, Alabama, special arrangements were made for the participants and consultants. At Fort Collins, Colorado State University automobiles or chartered busses were used to convey individuals between Stapleton Airfield in Denver to Colorado State University in Fort Collins, a distance of about 65 miles. At Auburn, Alabama, Auburn University automobiles conveyed participants and consultants from either Montgomery, Alabama or Columbus, Georgia airports to Auburn, Alabama, also a distance of about 65 miles. In addition, many persons arrived in their own private automobiles. At the Institute in Washington, D.C. each attendant made his own arrangements for travel to The Executive House.

Program

The program at each Institute began with a registration during the morning preceding the first day's sessions. Each Institute began on Monday of the scheduled week. The Fort Collins and Washington, D.C. Institutes closed with a noon luncheon and featured speaker on Friday. A change was made for the Auburn, Alabama Institute with a banquet on Thursday night and a final Friday morning session that ended at 11:45 A.M. Provision was made for group and individual consultation for those participants desiring assistance.

Assessment

Assessment of each Institute was an on-going process during each day of each Institute as well as on the final day of each Institute. At the end of each daily session, five to six participants were selected at random and invited to meet with the Co-Directors to verbally state their views to three questions as follows:

1. What do you see as strong points of today's sessions?
2. What do you see as the less desirable activities of today's sessions?
3. What changes could be made to strengthen future activities of this Institute?

The comments were recorded on tape for review by the Co-Directors. Some minor changes where possible were made immediately by the Co-Directors as a result of this feedback. A summary of the daily comments for each Institute appears in Appendix D.

On the final day of each Institute, participants were asked to make an assessment of the Institute and provide information about their future involvement relative to issues and problems discussed at the Institutes. The Co-Directors reviewed these comments at the end of each Institute for possible changes to incorporate in those Institutes which followed. A summary of comments relating to assessment appear in this report under the section FINDINGS AND ANALYSIS. Additional comments by the participants made on the final day appear in tables as a part of Appendix F.

FINDINGS AND ANALYSIS

Activities of the Institutes consisted of two major divisions. The first was a series of presentations by highly knowledgeable guest consultants on topics such as; an overview of curriculum development, analysis of occupations, curriculum design, developing objectives, accountability, considerations for career education, sociological concern for curriculum development, and validation. The second part consisted of five integrated group or workshop sessions where individual participants were given an opportunity to react to the topics through group dynamics.

During the formal presentations each participant was encouraged to ask questions of the speakers to further clarify the topic and the speakers' viewpoints. Participant involvement was modified at the third Institute. A reactor panel was formed in two instances with the panel providing both a written and verbal reaction to the speaker. Each panel member was given the speaker's paper prior to the Institute in order to formulate his reaction which was given at the conclusion of the speaker's presentation. A second variation included the use of listening teams specifically designed to develop questions to stimulate the entire audience to increase reaction to the speakers. Each variation proved as a valuable stimulant to greater individual participation in the Institute proceedings. The formal presentation by each consultant appears in Appendix G (Volume II of this report). The reactor panels' comments appear as a part of Appendix D.

Group sessions, five in number, permitted greater individual reaction to the topics discussed as well as the development of interpersonal relationships among the participants. Evaluation of the participants' reactions indicated a high degree of acceptance of this technique for personal expression as well as producing an increased knowledge of the subject matter presented. A summary of group activities (as a part of Appendix E) illustrates the deep involvement of the participants in the consideration of the topics. The sessions were productive.

The assessment of the Institutes by the participants occurred on the final day of each Institute as the last formal activity. The quantified responses of the individuals are provided in tables that follow. A summary of additional comments and typical letters received from participants are included in Appendix F.

TABLE I

ANALYSIS OF PARTICIPANTS' RESPONSES ON FINAL DAY OF INSTITUTE RELATIVE TO SUBJECT CONTENT

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The speakers really knew their subject......	39	18	132	61	25	12	14	6	7	3
The speakers stimulated me to think about the topics presented........	45	21	148	68	11	5	13	6	0	0
We did not relate theory to practice......	15	7	40	18	45	21	98	45	19	9
Printed materials provided were very helpful.................	87	40	108	50	17	8	5	2	0	0
The information presented was too elementary..............	2	1	8	4	15	7	117	54	73	34
The information presented was too advanced................	2	1	14	6	23	11	137	63	41	19
The content presented was applicable to current problems and issues.................	38	17	143	66	20	9	12	6	5	2
I didn't learn anything new..............	4	2	4	2	7	3	97	44	105	49
I could have learned as much by reading a book..................	3	1	12	6	14	6	106	49	82	38
Possible solutions to my problems were considered............	18	8	134	63	37	17	24	11	3	1

TABLE I (CONT.)

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The material presented was valuable to me........	85	39	106	49	14	6	9	4	3	1
I have a guide for future action relative to curriculum construction as related to Career Education and Vocational Education.............	25	12	109	51	51	24	24	11	5	2

Note: (1) In all tables all percentage figures have been rounded to the nearest whole number.

(2) All tables reflect the assessment of participants in all three Institutes.

TABLE II

ANALYSIS OF PARTICIPANTS' RESPONSES ON FINAL DAY OF INSTITUTE RELATIVE TO THE INSTITUTE PURPOSES

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The purposes of this Institute were clear to me.................	60	28	113	52	24	11	15	7	5	2
The purposes of this Institute were not realistic.............	7	3	34	16	24	11	98	45	54	25
The participants accepted the purposes of this Institute.............	45	21	133	61	21	10	18	8	0	0
The purposes of this Institute were not the same as mine......	11	5	51	23	26	12	91	42	38	18
The Institute met my expectations.......	36	17	119	55	26	12	31	14	5	2

TABLE III

ANALYSIS OF PARTICIPANTS' RESPONSES ON FINAL DAY OF INSTITUTE RELATIVE TO ORGANIZATION AND CONDUCT OF THE INSTITUTE

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Group activities were well structured........	37	17	125	58	16	7	33	15	6	3
We worked together well as a group........	57	27	133	61	14	6	14	6	0	0
The schedule was too fixed..............	30	14	46	21	23	10	101	47	17	8
Group activities were excellent.........	41	19	108	50	36	16	28	13	4	2
There was little time for informal conversation...........	25	12	59	27	12	5	101	47	20	9
I didn't have an opportunity to express my ideas.......	4	2	12	5	5	2	132	61	64	30
Too much time was given to trivial matters................	3	1	15	7	19	9	148	68	32	15

TABLE IV

ANALYSIS OF PARTICIPANTS' RESPONSES ON FINAL DAY OF INSTITUTE RELATIVE TO GENERAL FEELINGS ABOUT THE INSTITUTE

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
If I were to do it over again, I would apply for this Institute..............	113	53	72	33	20	9	9	4	3	1
I really felt a part of this group..........	51	23	138	64	15	7	13	6	0	0
My time was well spent.................	65	30	110	51	31	14	9	4	2	1
I would recommend this Institute to others.................	67	31	112	52	29	13	7	3	2	1
Institutes of this nature should be offered again in the future.............	85	39	110	51	13	6	7	3	2	1

TABLE V

SUGGESTIONS BY PARTICIPANTS OF ALL INSTITUTES FOR INCREASING THE APPLICATION OF KNOWLEDGE GAINED

COMMENTS	NO. MAKING COMMENTS
Provide more practical examples in the presented materials, perhaps using case studies.	18
Have wider dissemination of materials available on career education.	14
Include more disciplines represented at the Institute.	11
Produce a followup report to mail to all of the participants.	10
Allow more time for small group interaction.	9
Have work sessions following the Institute for both state and local personnel to better utilize concepts presented.	9
Have work sessions at the Institute applying the materials presented.	8
Mail advance copies of presentations to participants for greater indepth study.	5
Have more group discussions among participants from similar interest groups, i.e., state department personnel, teacher educators, etc.	4
Permit more informal time for interpersonal relationships between participants.	3

TABLE VI

INDICATIONS BY PARTICIPANTS OF ALL INSTITUTES OF THE STRONG AND WEAK POINTS OF SESSIONS

STRONG POINTS	NO. MAKING COMMENTS	WEAK POINTS	NO. MAKING COMMENTS
Excellent presentations	87	Presentations too long	29
Well planned and executed	42	Relating theory to practice	22
Interaction of the participants	37	Speakers reading presentation	18
Group discussions	31	Lack of representation from across education	14
Diversified background of participants	23	Poorly defined group direction and objectives	11
Printed materials	11	Some sessions were dull	11
High level of the participants	5	Some too theoretical	11
Focus on Vocational Education curriculum approaches	4	Too highly structured	11
Variety of materials and topics	3	Lack of time for individual interaction	11
Questioning by the audience	3	Confusion of content and purposes	9
Philosophical discussions	3	Some speakers lack expertise	8
Enthusiasm of participants to adopt changes	2	Poor presentation techniques	8
		Evening sessions	8
		Not enough participant activities	7
		Little involvement with speakers	5
		Poorly defined purposes	4
		Accommodations	4
		Institute too long	4
		Sequencing of speakers	3
		Lack of advance information	3
		Lack of materials to exchange	2
		Not evaluating speakers	2
		Poor participation in group sessions	2
		No printout of materials from group sessions	2

CONCLUSIONS AND RECOMMENDATIONS

Introduction:

The nation-wide growth in vocational education and the demand for accountability, has brought about a tremendous need for integration of innovative concepts and new developments into vocational and career education planning. Research and development activities can introduce the new concepts, but they must often be re-identified and used by key personnel to assure adoption or infusion into current programs of vocational and career education. These Institutes provided participants the opportunity to update themselves in the concepts, techniques, and methodologies of the total process of curriculum building and to relate the curriculum building processes to the implications of career education.

Conclusions:

The conclusions which have been developed are presented in the following statements:

1. The geographical mix of participants promoted valuable exchanges of information about new and emerging programs for infusing career and vocational education. Evidence indicated this exchange will continue long after the Institutes.

2. Selection of participants provided cross-sectional variety of service areas, institutional classifications, and professional position classifications.

3. Evaluation results indicated that the participants were generally well pleased with the presentations and overall operation of the Institutes.

4. There was evidence that a majority of participants were re-evaluating their programs and planning to implement positive program change as a result of having attended the Institute.

5. A large majority of the participants found the material presented was valuable and was a guide for future action related to curriculum construction relative to career education and vocational education.

Recommendations:

Based on the experience of the Institutes and the evaluations (FINDINGS AND ANALYSIS section) the following recommendations are offered regarding the nature and need for future training projects:

1. Agencies and institutions should be encouraged to sponsor Institutes for continuation of training key personnel in the integration of innovative concepts and new developments as they relate to infusing new career and vocational education concepts into curriculum.

2. At future institutes, every effort should be made to attract participants from new and developing institutions and programs, and from all disciplines of education.

3. Preparation and dissemination of printed materials and ideas related to practical, successful situations that can be adapted by participants should be continued and improved.

4. Time for individual and group participation in the program of the Institute should be continued.

5. Institutes of this type should be continued on a national and regional basis to update curriculum personnel.

Summary:

Participants evaluation of the Institutes revealed that they were apparently successful in meeting the objectives that were established. Considerable group activity output, individual participant questioning of the consultants, the desire to re-evaluate and implement changes in existing programs, and the desire to maintain communication with personal contacts gained at the Institutes indicated participants had been motivated by the Institute program.

APPENDIX A

PROPOSAL

Date Received: ______
No. Assigned: ______

PROPOSAL FOR CURRICULUM DEVELOPMENT PROGRAM OR PROJECT IN VOCATIONAL AND TECHNICAL EDUCATION

Submitted to the U.S. Commissioner of Education
Under the Provisions of Part I of the
Vocational Education Amendments of 1968

Title: Training Institutes for Curriculum Personnel Development

Applicant Organization: Colorado State University
Fort Collins, Colorado 80521

Initiated by: (Contact persons)
Dr. Ivan E. Valentine, Associate Professor, Research
Department of Vocational Education
Colorado State University Telephone: (303) 491-5758

Administrative Co-Directors:
Dr. Milton E. Larson, Professor of Vocational Education, Department of Vocational Education
Colorado State University Telephone: (303) 491-6857

Approved by:
Dr. Roy Nelson, Associate Dean
Humanities and Social Science
Colorado State University Telephone: (303) 491-5421

Submitted by:
Mr. James F. Brown
Contracts and Grants Administrator
Office of Sponsored Research
Colorado State University Telephone: (303) 491-6355

Federal Funds Requested: $99,679.00

Duration: June 30, 1972 - June 29, 1973

Time Span: 12 months

Date Transmitted: May 10, 1972

BACKGROUND DATA

1. This has not been submitted to any other agency or organization.

2. Neither this or a similar proposal has been previously submitted to the U. S. Office of Education (a prospectus was previously provided).

3. This proposal is not a proposed extension, continuation, or addition to a project previously or currently supported by the U. S. Office of Education.

4. Members of the State Board for Community Colleges and Occupational Education have been informed of this proposal. Professional personnel in the U.S.O.E. Region VIII Office have also been consulted. Both of the above encourage and support the Co-Directors in proceeding with this proposal.

5. Dr. Elizabeth Simpson -- BAVTE/DVTE

   Dr. William Berndt -- BAVTE/DVTE

6. Colorado State University, public agency, non-profit, state supported.

7. This application is for a grant.

8. Details and location of the applicant organization:

   City: Fort Collins

   County: Larimer

   State: Colorado

   Congressional District: No. 4

   Postal Zip Code No.: 80521

9. Assurance of Compliance -- Civil Right Compliance No. 15-0050.

TRAINING INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS

Our technological society is more and more dependent upon the products of vocational and technical schools. The effectiveness of these schools is limited by the curriculums planned for these Institutions. The sum total of all educational experiences is a formalized program described broadly as the curriculums of these Institutions. Basic to the development of the curriculum structure is the identification of the basis for content, methodology of identification of needs and translating the needs into viable education through effective methodology which reflects both the needs of the students and the needs of the employer. Essential in the process is determination of behavioral objectives and evaluative criteria.

Little emphasis has been given to the training of curriculum specialists in the field of vocational and technical education and even less to the emerging movement of Career Education. Curriculum specialists are the corner stone of the total curriculum building program. If progress is to be made in curriculum development, it is absolutely necessary to increase the number of individuals competent and interested in building improved curricula for vocational and technical education and to update those involved in curriculum development activities. The purpose of this proposal is to Provide effective in-service training in an intensive series of three short-courses (workshops) for the curriculum specialists, and for those who administer and supervise curriculum development projects.

Major emphases in the workshops will include: performance-based analysis, curriculum design, performance goal development and validation techniques.

Vocational and technical education is definitely on the march. But the effectiveness of vocational and technical education is directly limited by the availability of personnel prepared to build the curricula materials and to provide the much needed leadership in this field.

PURPOSE

The curricula forms the "backbone" of the instructional process. The curriculum in each case serves as the road-map for the vocational instructors to chart the course from meager student interest, skill, and knowledge of a vocational or cluster of vocations to the achievement of the goal of employment in that vocation. Some still are dependent upon the crude instruments of the stone-age, while others have none at all -- not even a curriculum guide! The success of the instructional program is wrapped-up to a great extent in the effectiveness of the curriculum. The effectiveness of the curriculum is dependent to a great extent on the capabilities of the individuals who developed the curricula.

The purpose of this proposal is to provide a series of workshops to update key personnel in modern methods and recent innovations in the total curriculum development process.

GOALS

The goals of the series of workshops for identified individuals responsible for curriculum development, supervision, and administration will be to:

1. Update these "key" personnel in the concepts, techniques and methodologies of the total process of curriculum building.

2. Relate the curriculum building processes to the implications of Career Education.

JUSTIFICATION OF NEED

The education of curriculum leadership personnel as identified with curriculum laboratories, state and federal supervisors and administrators, and teacher educators, in new developments and major emphasis of curriculum building represents a major identified impact of this proposal. Little progress will be made in curriculum improvement both as to quality and quantity without such updating of these "key" personnel.

NATIONAL INSTITUTE CONSULTING COMMITTEE

Six to nine highly-knowledgeable individuals in the curriculum field will be identified to constitute a national consulting committee for the series of institutes and workshops. The committee will consist of such individuals as are identified in leadership roles in this effort with the United States Office of Education, state agencies, curriculum laboratories, and teacher education institutions. Individuals invited to serve will be of such stature as:

Dr. C. Thomas Olivo, Professor of Industrial

Education, Temple University

Dr. Lucy C. Crawford, Professor

Virginia Polytechnic Institute

All members of the committee will be selected by the Co-Directors after consultation with members of the U. S. Office of Education.

COORDINATION

To facilitate the implementation of this proposed project close coordination with U. S. Office of Education personnel will be developed and maintained throughout the project. Every effort will be made to work constructively and harmoniously with all agencies, local, state, and federal.

SCOPE OF WORK
METHODOLOGY AND PROCEDURE

To facilitate the implementation of this proposal the following procedures will be used:

Phase I -- Planning and Organization -- June 30, 1972 - October 1, 1972.

1. Identification of consulting committee members.
2. Finalizing of program emphasis of workshops.
3. Recruitment and selection of professional staff.
4. Recruitment and selection of support personnel.

NOTE: All of above will be a cooperative effort of consultants and USOE-BVTE staff.

5. Finalizing of details relative to each of the identified workshop dates, and locations.
6. Other essential planning and organizational elements.

Phase II — Implementation of workshop instructional program — October 1, 1972 - March 1, 1973

A. Tentative locations by regions and dates:

1. Western regional area -- Colorado State University, Ft. Collins. During month of October, 1972.
2. Southern regional area -- During the month of February, 1973.
3. Eastern regional area -- During the month of November, 1972.

B. Program emphasis such as the following: (Each will be a four-day workshop)

1. Implications of Career Education and changing philosophies of education for curriculum building.
2. Strategies for realistic curriculum:
   - a. Identifying the base — performance and other.
   - b. Analyzing needs (employers, students, and other).
   - c. Determining behavioral objectives and performance goals.
   - d. Translating behavioral objectives and performance goals into instructional content with support activities based upon available resources.
   - e. Developing in-process evaluation.

C. Guest instructors and resource personnel:

1. Individuals will be selected on the basis of expertise to make initial challenging presentations relating to the program topics identified.
2. Workshop sessions will concentrate such elements as:
   - a. Development of a plan for validation of content.
   - b. Writing behavioral objectives and performance goals.
   - c. Structuring functional curricular outlines.
   - d. Integrating performance goals with evaluative criteria.

Phase III -- Workshop assessment and final report — March 1 -- June 29, 1973. While evaluation will be a continuous and an on-going process during the period of operation, additional evaluation will consist of:

1. Follow-up study of participants.

2. Informal assessment by representatives of the U. S. Office of Education.

3. Assessment of project Co-Directors and associated faculty.

PROJECT ORGANIZATION AND MANAGEMENT

The workshop will be a function of the Department of Vocational Education of Colorado State University. The active administration of the project shall be the responsibility of the Co-Directors.

The educational program will conform to established policies and practices of the Department, The College of Humanities and Social Science, The Graduate School, and the University.

PERSONNEL

The professional personnel will be selected for their competency, ability and interest in the areas of specialities identified. Support personnel secretarial and other staff will be identified as needed.

The resources of the Department of Vocational Education as well as the expertise of a number of other professional faculty and staff at Colorado State University will provide a bank of talent upon which the series of workshops may draw.

Administrative Co-Director -- Dr. Milton E. Larson

One of the Administrative Co-Directors will be Dr. Milton E. Larson, Professor of Vocational Education, Colorado State University. He is a fulltime member of the faculty and a permanent member of the Graduate School faculty. Dr. Larson is presently director of the "Internship Project" (Grant 2502, Colorado). He has previously directed the "Institute on Occupational Analysis as a Basis for Curriculum Development" (Grant No. OEGO-8-080039-3596); "Institute for Curriculum Development Based on Occupational Analysis" (Grant No. OEG-0-9-152016-725); and "Planning Facilities and Equipment for Comprehensive Vocational Education Programs for the Future".

He directed the "Man-Education-Work Conference" at Colorado State University during October, 1968. This conference was sponsored by The Center for Vocational and Technical Education at The University of Wisconsin and supported by the Ford Foundation.

Previously he has directed a summer institute in "Advanced Instrumentation" sponsored by the U. S. Office of Education (Contract No. E-5-85-032). He also directed the National Leadership Development Institute in Technical Education at Rutgers - The State University, during the summer of 1966. Dr. Larson directed a research study in the field of facilities development entitled, "A Vocational-Technical Teacher Technology Center - The Development of a Model (Contract OE-5-85-043) supported by the U. S. Office of Education.

Other experiences include:

1. First Director of a Technical Education Center (a two-year post-secondary technical institute) Clearwater, Florida.
2. Head, Manufacturing Processes Section and instructor, mechanical technology, Flint Community College, Flint, Michigan.
3. Instructor, machine shop and general subjects, Dunwoody Institute, Minneapolis.
4. Four years, administrative experience and six years, of teaching experience in Minnesota public schools.

Dr. Larson has written more than forty articles in the field of vocational and technical education. He has both the bachelor's and master's degrees from the University of Minnesota and an earned doctor's degree from Michigan State University.

Administrative Co-Director -- Dr. Ivan E. Valentine

Dr. Valentine received his B. S. at South Dakota State University, the M. E. from Colorado State University and a Ph.D. at The Ohio State University, Columbus, Ohio. He has had eight years as a local director of vocational education, served as president of a Technical Institute, three years as a state coordinator of area schools in North Carolina and three years as assistant director State Department of Community Colleges, North Carolina. Dr. Valentine served three years as consultant and research associate at The National Center for Vocational and Technical Education, The Ohio State University.

Present duties at Colorado State University include research activities, teaching research, statistics, administrative and supervision classes. The areas of research include leadership development training, student perception studies, developing simulation materials for leadership training and facility planning for vocational technical education. Experience also includes co-ordinating eleven National Leadership Development Institutes in Technical Education sponsored by the U. S. O. E. and conducted by The National Center for Vocational and Technical Education.

Dr. Valentine has written extensively, among his publications are included articles relative to data processing, facility planning, leadership and master planning. He served as a consultant for planning National Institute for training curriculum teachers at the state level and served as a resource consultant for a National Institute for Curriculum Leadership Development conducted by the University of Kentucky. Experience includes developing a state vocational curriculum laboratory. Fourteen years of research in vocational education includes projects funded from federal and state agencies. Program planning, curriculum development, and programming are areas of expertise in the field. The most recent professional contributions are the development of a battery of tests for determining the perception of students, parents and industrial community relative to the importance of vocational-technical education. Dr. Valentine has recently completed writing a publication for the U. S. O. E. entitled "Administration of Occupational Education — A Suggested Guide."

Other Personnel

To be selected upon approval of the project.

EXPECTED OUTCOMES OF PROJECT

1. An updated nucleus of curriculum personnel in "key" positions in curriculum laboratories, state and federal supervisory and administrative positions of curriculum responsibility.

2. An update nucleus of selected teacher educators in vocational education.

3. Recorded presentations of outstanding curriculum specialists for further use in updating individuals who will not be present at the workshops.

4. Product evaluation of participants for further use at later workshops with present and potential curriculum personnel.

FACILITIES

Adequate facilities will be provided in accordance with the requirements as specified in the proposal.

CONSIDERATION BY STATE BOARD

This proposal has been discussed with members of the State Board for Community Colleges and Occupational Education, State of Colorado. They support this effort.

CONSIDERATION BY REGIONAL OFFICE

The U. S. O. E. Regional Office in Denver is aware of this proposal and supports its concepts.

BUDGET SUMMARY

(This Projected Budget Covers a Period of 12 Months)

A. DIRECT COSTS		
1. Personnel Salaries		
a. Administrative Co-Directors. . . .	$ 4,000.00*	
(10% of time each for 12 months)		
b. Research Associate		$ 5,000.00
c. Consultants.		3,000.00
d. Secretarial and fiscal personnel .		12,000.00
SUBTOTAL PERSONNEL SALARIES. . .		
2. Employee Benefits.		1,445.00
3. Travel and Subsistence		59,440.00
4. Communications		4,000.00
5. Supplies and materials		6,550.00
6. Final Report - Preparing, Printing . .		500.00
7. Data Processing.		360.00
SUBTOTAL OTHER COSTS		
B. INDIRECT COST.		7,384.00
C. TOTAL FEDERAL FUNDS REQUESTED.		$99,679.00

* NOTE: Colorado State University contribution in time of Co-Directors time only — no contribution of funds.

PROJECT COSTS

DETAIL BUDGET EXPLANATION

(This Projected Budget Covers a Period of 12 Months)

I. DIRECT COST		
A. Personnel		
1. Co-directors (10% time for 12 months)*		$ 4,000.00*
2. Research Associate (416.66 per month - 12 months)	$ 5,000.00	
3. Secretarial Assistants		
Fiscal person ($500.00 per month - 12 months)	6,000.00	
Clerk Steno ($500.00 per month - 12 months)	6,000.00	
4. Consultants ($100.00 per day - 30 days)	3,000.00	
B. Employment Benefits		
PERA at 8.5% of items A-2 & A-3	1,445.00	
C. Travel-Subsistence		
Staff Travel		
1. Consultants (15 projected) 3 workshops	1,200.00	
2. Project staff - Project Directors, & Research Associate	3,000.00	
Staff Subsistence		
1. Consultants (30 days @ $18 per day)	540.00	
2. Project Staff (Directors, & Research Associate)	700.00	
Participant's Travel		
1. 240 @ $150 per trip for three workshops	36,000.00	
Participant's Subsistence		
1. 240 participants for one-week @ $75 per week	18,000.00	
D. Communications - Telephone & Postage	4,000.00	
E. Materials & Supplies (Office & Workshops)	6,550.00	
F. Final Report -- Preparing & Printing	500.00	
G. Data Processing - For Workshop Eval.	360.00	
II. INDIRECT COSTS (CSU - 64% of items A-2, A-3, and B)	7,384.00	
TOTAL FEDERAL FUNDS REQUESTED	$99,679.00	

APPENDIX B

PLANNING

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine
Colorado State University

PERSONNEL

Advisory Committee

Prof. Lucy Crawford - Associate Professor, Distributive Ed.
Virginia Polytechnic Institute
Blacksberg, Virginia 24061
TELEPHONE: 703-552-6529

Dr. Eugene Flug - University of Wisconsin - Stout
1432 Wilcox Street
Menomonie, Wisconsin 54751
TELEPHONE: 715-235-2832

Dr. Mike Hunt - Assistant State Dir. Prof. Development
State Board for Community Colleges and
Occupational Education
207 State Services Building
Denver, Colorado 80203
TELEPHONE: 303-892-3192

Dr. Ed. Kurth - Professor of Vocational Education
Dept. of Vocational Adult Education
Auburn University
Auburn, Alabama 36830
TELEPHONE: 205-826-4431

Dr. A. J. Miller - The Center for Voc. and Tech. Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
TELEPHONE: 614-486-3655 Ext. 219

Dr. Jim Wall - Curriculum Laboratory
Mississippi State University
Box JW
State College, Mississippi 39762
TELEPHONE: 601-325-5878

Dr. Patrick J. Weagraff - Vocational Education Section
California State Dept. of Education
Program Planning Unit
721 Capitol Mall
Sacramento, California 85628
TELEPHONE: 916-445-4688

Dr. Roger Worthington - Coordinator Curriculum Lab North Carolina
Department Community Colleges
Education Building, Room 460
Raleigh, North Carolina 27602
TELEPHONE: 919-829-7946

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

July 12, 1972

Dear

This letter is a follow-up of our recent conversation relative to your assisting us as a member of the Advisory Committee for the project recently funded by the U.S.O.E. entitled "Training Institutes for Curriculum Personnel Development."

Plan to meet with us on Saturday, July 29th from 8:00 a.m. to 3:30 p.m. at:

Sheraton Inn-O'Hare South (Formerly Ramada Inn)
Parlor 10
3939 No. Mannheim Road
Chicago, Illinois (Schiller Park)

A reservation for a single room has been made in your name for Friday evening, July 28. Call for a Sheraton Inn-O'Hare South Courtesy Car when you arrive at O'Hare Airport - there will not be a charge for this service.

The project will provide an honorarium of $100 for this service. In addition, the following costs will be covered:

Air fare (tourist), lodging (up to $20 a day) and meals (up to $10 a day).

Please review the enclosed materials and be prepared to make constructive suggestions. We are especially looking forward to your assistance in planning the program for the institute and workshop and the personnel to be selected to most effectively implement the program.

Please bring any materials which you feel will be helpful in connection with our planning or workshop sessions for the institutes.

Sincerely,

Dr. Milton E. Larson
Professor of Vocational
Education
and
Dr. Ivan E. Valentine
Associate Professor

MEL/ph

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

PLANNING WORK SHEET

MONDAY

Proposed Activity	Modified Activity	Personnel	Special Resources
1 - 5 p.m.			
Introduction			
Orientation			
Organization (30 min.)			
Curriculum Development and Career Education (45 min.)			
Break 2:15 - 2:45			
Analysis of Occupations			
Translating Analysis in Curriculum			
Work Session - 7:30 - 9:30 p.m. Analysis for Curriculum			

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

PLANNING WORK SHEET

TUESDAY

Proposed Activity	Modified Activity	Personnel	Special Resources
8:30 - 4:30			
Curriculum Design			
Broad Behavioral Objectives			
Curriculum Outline			
Break - 10 a.m.			
Course Outline			
More Specific Objectives for Courses			
Lunch - 11:30			
Work Session - 1:00 - 4:30			
Curriculum Outline			
Curriculum Description			
Course Description			
Course Outline			
More Specific Objectives for Courses			

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

WEDNESDAY

PLANNING WORK SHEET

Proposed Activity	Modified Activity	Personnel	Special Resources
8:30 - 9:30 p.m.			
Performance Goals			
Philosophy			
Writing in identifiable and measurable form			
Sequencing of goals and curriculum content			
Break - 10:00 a.m.			
Relationship to accountability			
Lunch - 11:30 a.m.			
Social Aspects and Considerations of Career Education in connection with:			
awareness			
orientation			
exploration			
specialty curriculum			

PLANNING WORK SHEET

WEDNESDAY (continued)

Proposed Activity	Modified Activity	Personnel	Special Resources
Work session - 7:30 - 9:30 p.m. Group curriculum planning a. Awareness b. Orientation c. Exploration d. Specialty (Each group to continue work Thurs. evening and report to group on Fri. a.m.)			

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

PLANNING WORK SHEET

THURSDAY

Proposed Activity	Modified Activity	Personnel	Special Resources
8:30 - 4:30 p.m.			
Validation of Curriculum			
Philosophy			
Technology			
Break - 10 a.m.			
Lunch - 11:30			
Work Session - 1:00 - 4:30 Participants Validation Activity			
Thursday evening - groups gather in informal session on assigned topic			

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

PLANNING WORK SHEET

FRIDAY

Proposed Activity	Modified Activity	Personnel	Special Resources
8:30 - 1:00 (Adjournment)			
Group Reports - 8:30 - 11:00 a.m.			
a. Awareness			
b. Orientation			
c. Exploration			
d. Specialty			
11:00 - 11:30			
Institute Administrative Details			
Other:			
Include other suggestions which you believe would be helpful. (also, if you have materials that would be helpful for us to use with the institute programs, please indicate these.)			
11:45 - 1:00			
Banquet - Banquet speaker			
1:00 Adjournment			

TRAINING INSTITUTES FOR CURRICULUM
PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

TENTATIVE INSTITUTE PROGRAMS

DAY	TIME	TOPIC	DATE	FT. COLLINS SPEAKER	DATE	WASHINGTON SPEAKER
			October 23		November 13	
Monday	9:30 - 11:30	Registration and				
	11:30 - 1:00	Lunch				
	1:00 - 1:30	Introductions, announcements, welcoming speech, etc.				
	1:30 - 1:45	Institute Overview	23	Mr. Bill Berndt	13	Mr. Bill Berndt
	1:45 - 3:00	Overview of Curriculum Development (Needs, trends, directions, etc.)	23	Dr. B. Shoemaker	13	Dr. E. Kurth
	3:00 - 3:30	Break				
	3:30 - 4:45	Analyzing Occupations	23	Mr. Leon Lewis	13	Mr. Leon Lewis
		DINNER BREAK				
	8:00 - 8:15	Introductory comments	23	Mr. Bill Berndt	13	Mr. Bill Berndt
	8:15 - 9:30	KEYNOTE PRESENTATION: Curriculum Development and Career Education	23	Dr. D. Mattheis	13	________________

TENTATIVE INSTITUTE PROGRAMS

DAY	TIME	TOPIC	DATE	FT. COLLINS SPEAKER	DATE	WASHINGTON SPEAKER
Tuesday	8:30 - 9:45	Translating Analysis into Curriculum Design	October 24	Dr. Patrick Weagraff	November 14	Dr. Patrick Weagraff
	9:45 - 10:15	Break				
	10:15 - 11:30	Developing Hierarchies of Objectives	24	Dr. Patrick Weagraff	14	Dr. Patrick Weagraff
	11:30 - 1:00	Lunch				
	1:00 - 2:45	Group Activities 1. Analysis and construction of hierarchies of objectives 2. Development of criteria for evaluating objectives 3. Consideration of problems relative to development of objectives				
	2:45 - 3:15	Break				
	3:15 - 4:30	Continuation of group activities				

DAY	TIME	TOPIC		FT. COLLINS SPEAKER	DATE	WASHINGTON SPEAKER
Wednesday	8:30 - 9:45	How to Relate Performance Goals to Accountability	October 25	Dr. R. Stake	November 25	Dr. Robert Stake
	9:45 - 10:15	Break				
	10:15 - 11:30	Group Activities 1. Discussion of issues and problems in accountability 2. Methods and techniques for assessing accountability	25	Dr. Stake rotating from group to group	15	Dr. Stake rotating from group to group
	11:30 - 1:00	Lunch				
	1:00 - 2:45	Social Aspects and Considerations of Career Education	25	Dr. Sunny Hansen	15	Dr. Sunny Hansen
	2:45 - 3:15	Break				
	3:15 - 4:30	Group Activities 1. Discussion of curriculum problems of integrating and implementing career education 2. Strategies for planning career education curricula at various grade levels	25	Dr. Hansen rotating from group to group	15	Dr. Hansen rotating from group to group

DAY	TIME	TOPIC	DATE	FT. COLLINS SPEAKER	DATE	WASHINGTON SPEAKER
			October		November	
Wednesday (continued)		DINNER BREAK				
	8:00 - 9:30	Value Basis for Curriculum	25	Dr. Jack Willers	15	Dr. J. Willers
Thursday	8:30 - 9:45	Validation of Vocational Education Curriculum	26	Dr. Jim Wall	16	Dr. Jim Wall
	9:45 - 10:15	Break				
	10:15 - 11:30	Adapting Curriculum to Local Needs (and Sources of Curriculum Materials)	26	Dr. Jim Wall	16	Dr. Jim Wall
	11:30 - 1:00	Lunch				
	1:00 - 2:45	Relationship of Curriculum Development to Development of Professional Staff	26	Mr. Frank Wimer	16	Mr. Frank Wimer
	2:45 - 3:15	Break				
	3:15 - 4:30	Group Activities 1. Discussion of problems of increasing the staff capability in curriculum development 2. Strategies and criteria for evaluating curriculum materials				

DAY	TIME	TOPIC	DATE	FT. COLLINS SPEAKER	DATE	WASHINGTON SPEAKER
Friday	8:30 - 9:45	Group Activities 1. Development of Curriculum for Vocational and Career Education 2. Implications, issues, and problems for: a. State staff b. Curriculum lab personnel c. Teacher educators d. U.S.O.E. personnel	October 27		November 17	
	9:45 - 10:00	Break				
	10:00 - 11:00	Reports of secretaries of groups 1 - 4 above				
	11:00 - 11:30	Role of Curriculum Center of U.S.O.E.	27	Dr. E. Simpson	17	Dr. E. Simpson
	11:30 - 12:00	Participant evaluation and administrative details				
	12:30 - 2:00	Banquet — Address	27	Dr. A. R. Chamberlain	17	________________
	2:00 - 3:00	Counseling with participants taking institute for credit				
	3:00	ADJOURN				

APPENDIX C

ADMINISTRATION OF THE INSTITUTES

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine
Colorado State University

U. S. Office of Education

Mr. William Berndt - National Curriculum Center for
Occupational Education
U.S.O.E.
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Ed.
Washington, D.C. 20202
TELEPHONE: 202-962-5448

Dr. Elizabeth Simpson - Director
National Curriculum Center for
Occupational Education
U.S.O.E.
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Ed.
Washington, D.C. 20202
TELEPHONE: 202-962-5697

Institute Personnel
Colorado State University

Ralph H. Green - Research Associate
Colorado State University
2130-16th Street
Greeley, Colorado 80631
TELEPHONE: 303-353-0376

Patricia Hemby - Secretary
Colorado State University
2425 W. Co. Road #60E
Fort Collins, Colorado 80521
TELEPHONE: 303-482-4016

Milton E. Larson - Head, Vocational-Technical Education and
Institute Co-Director
Colorado State University
Fort Collins, Colorado 80521
TELEPHONE: 303-491-6857

Institute Personnel
Colorado State University

Ivan E. Valentine - Head, Vocational Administration and Supervision and Institute Co-Director
Colorado State University
Fort Collins, Colorado 80521
TELEPHONE: 303-491-5758

Ida Lou Delehoy - Secretary
Colorado State University
4001 W. 50 Co. Road, Rt. 6
Fort Collins, Colorado 80521
TELEPHONE: 303-482-5070

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

August 1, 1972

Dear

A significant opportunity is being offered for increasing the expertise of leadership personnel in vocational curriculum development through a series of three Institutes. These Institutes are designed for personnel with curriculum responsibilities (present or identified for future) in vocational education.

These Institutes will be on a regional basis during 1972-73. They are sponsored by the Department of Vocational Education of Colorado State University under a grant from the United States Office of Education.

Your help is urgently needed now! In order that individuals can be selected who have positions of curriculum responsibility, we are dependent upon your nominations. A brief description of the Institute purpose and plan is given on the enclosed INSTITUTE INFORMATION SHEET. After reviewing this, kindly complete and return to us the form NOMINATION FOR INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT within the next few days. Individuals nominated will be invited to apply and selection will be made as soon as possible. First consideration will be given to qualified individuals whose nominations are received by August 21. To provide ample names for all Institutes, please send eight or more names with those deserving highest priority listed first.

Information relative to this project will be sent also to curriculum laboratories and state and national advisory councils.

Your cooperation and prompt attention to this matter will be greatly appreciated.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ild

enclosures

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

August 25, 1972

Dear

On August 1, we sent you a letter inviting you to nominate key leadership personnel involved in vocational curriculum work. Since we have not received your nominations, I am taking the liberty of sending you a copy of the previous letter in substance and other materials. I recognize that the letter may have been misplaced or may still be in the mails. If you have sent us your nominations, please disregard this. If you have not, I hope that you will take advantage of the opportunity to identify individuals who will be in a position to assist in providing curriculum leadership within your state.

We think this will be an outstanding series of Institutes. They will deal with the most vital elements of curriculum development for leadership personnel and also with some aspects of Career Education. We do hope that you will expedite the return of the nomination form.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ild

enclosures

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

August 10, 1972

Dear

We are delighted to inform you that a series of three Institutes, for updating curriculum personnel, are in the process of being planned. These have as a second objective, related curriculum to Career Education.

The Institutes are supported by the U. S. Office of Education. We are asking state, national and regional directors of the U. S. Office of Education to nominate participants. If there are any individuals whom you would like to have attend, please contact your state director relative to the nomination. Nominees will be asked to apply.

Enclosed are descriptive materials relative to the Institutes. If we may be of assistance to you in any way relative to this project, feel free to contact me.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosures

NOMINATION'S FORM MAILING LIST

STATE DIRECTORS OF VOCATIONAL EDUCATION

ALABAMA

T. L. Faulkner
607 State Office Building
Montgomery, AL 36104

ALASKA

Louis D. Ridle
Pouch F
Alaska Office Building
Juneau, AK 99801

ARIZONA

J. R. Cullison
Suite 212
1333 West Camelback Road
Phoenix, AZ 85007

ARKANSAS

J. Marion Adams
State Education Building
Little Rock, AR 72201

CALIFORNIA

Wesley P. Smith
721 Capitol Mall
Sacramento, CA 95814

COLORADO

James Wilson
State Board for Community Colleges
and Occupational Education
207 State Services Bldg.
Denver, CO 80203

CONNECTICUT

Joseph F. Murphy
P.O. Box 2219
Hartford, CT 06115

DELAWARE

Daniel E. Koble
Box 697
Dover, DE 19901

DISTRICT OF COLUMBIA

Paul E. Cawein
Presidential Building
415 Twelfth Street, N.W.
Washington, D.C. 20004

FLORIDA

Joe D. Mills
204 Knott Building
Tallahassee, FL 32304

GEORGIA

George W. Mulling
State Office Building
Atlanta, GA 30334

HAWAII

Samson S. Shigetomi
2327 Dole Street
Honolulu 96822

IDAHO

Roy D. Irons
518 Front Street
Boise, ID 83702

ILLINOIS

Sherwood Dees
Town & Country Towers
1035 Outer Park Drive
Springfield, IL 62706

INDIANA

Don K. Gentry
Exe. Officer, State Board of
Vocational & Technical Ed.
1012 State Office Building
Indianapolis, IN 46204

IOWA

William O. Schuermann
State Office Building
Des Moines, IA 50319

KANSAS

John E. Snyder
State Office Building
Topeka, KS 66612

KENTUCKY

Carl F. Lamar
State Office Building
Frankfort, KY 40601

LOUISIANA

Thomas S. Derveloy
State Director for Voc. Ed.
State Department of Education
No. & No. 5th Street
Baton Rouge, LA 70804

MAINE

Elwood A. Padham
State Department of Education
Augusta, ME 04330

MARYLAND

James L. Reid
600 Wyndhurst Avenue
Baltimore, MD 21210

MASSACHUSETTS

(Dr.) Charles H. Buzzell
182 Tremont Street
Boston, MA 02111

MICHIGAN

William F. Pierce
P.O. Box 928
Lansing, MI 48902

MINNESOTA

Robert P. Van Tries
Centennial Office Building
St. Paul, MN 55101

MISSISSIPPI

____
P.O. Box 771
Jackson, MI 39205

MISSOURI

B. W. Robinson
P.O. Box 480
Jefferson City, MO 65101

MONTANA

Benjamin A. Ulmer
State Capitol
Helena, MT 59601

NEBRASKA

Glen H. Strain
State Capitol
Lincoln, NB 68509

NEVADA

Edward Cordisko (acting)
State Department of Education
Carson City, NV 89701

NEW HAMPSHIRE

Neal D. Andrew
Stickney Avenue
Concord, NH 03301

NEW JERSEY

____
225 West State Street
Trenton, NJ 08625

NEW MEXICO

Ernest Vigil
Harvey Building, Suite 6
139 South Castillo Street
Santa Fe, NM 87501

NEW YORK

Dr. Robert S. Seckendorf
State Education Department
Albany, NY 12224

NORTH DAKOTA

Carrol E. Burchinal
State Capitol
Bismarck, ND 58501

OHIO

Byrl R. Shoemaker
612 State Office Building
Columbus, OH 43215

OKLAHOMA

(Dr.) Francis T. Tuttle
1515 West Sixth Avenue
Stillwater, OK 74074

OREGON

Leonard Kunzeman
306 Public Service Building
Salem, OR 97310

PENNSYLVANIA

(Dr.) John W. Struck
Box 911
Harrisburg, PA 17126

RHODE ISLAND

Peter Bowen (acting)
Roger Williams Building
Hayes Street
Providence, RI 02908

SOUTH CAROLINA

(Dr.) Cecil H. Johnson, Jr.
908 Rutledge Office Building
Columbia, SC 29201

SOUTH DAKOTA

E. B. Oleson
State Capitol
Pierre, SD 57501

TENNESSEE

William M. Harrison
Cordell Hull Building
436 6th Avenue North
Nashville, TN 37219

TEXAS

John R. Guemple
Texas Education Agency
Austin, TX 78711

UTAH

Walter E. Ulrich
136 East South Temple
Salt Lake City, UT 84111

VERMONT

Cola D. Watson
State Office Building
Montpelier, VT 05602

VIRGINIA

George L. Sandvig
1322 East Grace Street
Richmond, VA 23216

WASHINGTON

Arthur A. Binnie
P.O. Box 248
Olympia, WA 98501

WEST VIRGINIA

Fred W. Eberle
Capitol Building
Charleston, WV 25305

WISCONSIN

Eugene Lehrmann
137 East Wilson Street
Madison, WI 53703

WYOMING

(Dr.) Fred P. Black
State Capitol Building
Cheyenne, WY 82001

DIRECTORS OF CURRICULUM LABORATORIES

ALABAMA

J. R. Thomas, Assistant State Supervisor, Trade and
Industrial Education
Instructional Materials Unit
Vocational Industrial Ed. Dept.
University of Alabama
P.O. Box 2847
University, AL 35486

CALIFORNIA

Roger Tucker, Supervisor
Instructional Materials
Bureau of Industrial Education
Department of Education
721 Capitol Mall
State Education Building
Sacramento, CA 95814

GEORGIA

Earl Williams, Coordinator
Curriculum Materials Laboratory
Division of Vocational Education
State Department of Education
State Office Building
Atlanta, GA 30303

ILLINOIS

(Dr.) John Matthews, Professor and Head
Vocational Agriculture Service
434 Mumford Hall
University of Illinois
Urbana, IL 61801

INDIANA

Thomas E. Eachus, Director
Vocational Instructional Materials Laboratory
Department of Vocational & Technical Education
Indiana State University
Terre Haute, IN 47809

KENTUCKY

(Dr.) Herbert Bruce, Director
Instructional Materials Lab
Department of Education
College of Education
University of Kentucky
151 Taylor Education Building
Lexington, KY 40506

LOUISIANA

W. C. Mayfield, Director
Vocational Curriculum Development
and Research Center
Natchitoches Trade School
P.O. Box 657
Natchitoches, LA 71457

MISSISSIPPI

(Dr.) James E. Wall, Director
Curriculum Coordinating Unit
Department of Industrial Ed.
P.O. Drawer DX
Mississippi State University
State College, MS 39762

MISSOURI

Amon Herd, Director
Instructional Materials Lab
Department of Practical Arts and
Vocational-Technical Education
Room #8, Industrial Education Bld.
University of Missouri
Columbia, MO 65201

NEW JERSEY

Benjamin Shapiro, Director
Curriculum Laboratory
Dept. of Vocational-Technical Ed.
Graduate School of Education
Rutgers - The State University
10 Seminary Place
New Brunswick, NJ 08903

NEW MEXICO

(Dr.) Al Bettina, Dean
School of Technology
Eastern New Mexico University
Portales, NM 88130

NEW YORK

G. Earl Hay, Supervisor of
Vocational Curriculum
Curriculum Development Center
Bureau of Secondary Curriculum
Development
The State Education Department
Albany, NY 12224

Nicholas Acquaviva, Coordinator
Curriculum Laboratory
Division of Vocational-Technical Education
State University College
Oswego, NY 13126

NORTH CAROLINA

Anthony J. Bevacqua, Educational
Director, Curriculum Lab
Department of Community Colleges
Occupational Education Division
Room 102-Education Building
Raleigh, NC 27604

Murray O. Phillips, Coordinator
of Curriculum Development
Division of Occupational Ed.
Department of Public Instruction
Raleigh, NC 27694

OHIO

(Dr.) Harlan E. Ridenour, Dir.
Ohio Agricultural Education
Curriculum Materials Service
The Ohio State University
Room 201, 2120 Fyffe Road
Columbus, OH 43210

Thomas Hephner, Materials Lab
Consultant
Distributive Education Mtls. Lab
The Ohio State University
124 West 17th Avenue
Lord Hall--Room 121
Columbus, OH 43210

OHIO

W. F. Stover, Consultant
Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue, Room 112
Columbus, OH 43210

OKLAHOMA

Ronald Meek, Coordinator
Curriculum & Instructional
Materials Center
State Department of Vocational-
Technical Education
1515 West 6th Avenue
Stillwater, OK 74074

PUERTO RICO

Roberto Tirado, Director
Arecibo Curriculum Center
Box 210-B,
Centro Gubernamental
Arecibo, Puerto Rico 00612

(Dr.) Manuela Pizarro
San Juan Curriculum Center
Barreras Building
Barbosa Avenue
Hato Rey, Puerto Rico 00918

SOUTH CAROLINA

(Dr.) Arthur K. Jensen, Director
Vocational Education Media Center
Clemson University
Clemson, SC 29631

TENNESSEE

Lynn G. Bevins, Director
Vocational Curriculum Laboratory
Box 114
Murfreesboro, TN 37130

TEXAS

Foy Page, Coordinator
Agricultural Education Teaching
Materials Center
Vocational Agricultural Services
College of Agriculture
Texas A&M University
College Station, TX 77843

Robert R. Luter, Director of
Research
Instructional Materials Lab
Distributive Education Dept.
Division of Extension
The University of Texas
Austin, TX 78712

(Mrs.) Elizabeth Smith, Director
School of Home Economics
Home Economics Instructional
Materials Center
Texas Technological College
P.O. Box 4067
Lubbock, TX 79409

Darrel F. Tilton, Training Spec.
Industrial & Business Training
Bureau, Industrial Education
Department, Division of Extension
The University of Texas
Drawer V
Austin, TX 78712

M. D. Darrow, Supervisor
Instructional Materials Production
Engineering Extension Service
Texas A&M University
F.E. Drawer K
College Station, TX 77843

REGIONAL OFFICES

REGION I - (CT, ME, MA, NH,
RI, VT)

Urwin Rowntree, Director,
Adult, Vocational & Technical Ed.
Office of Education, DHEW
John F. Kennedy Federal Bldg.
Boston, MA 02203

REGION II - (NJ, NY, PR, VI)

Charles A. O'Connor, Jr. Director
Adult, Vocational & Technical Ed.
Federal Building
26 Federal Plaza
New York, NY 10007

REGION III - (D.C., DE, MD, PA,
VA, WV)

Robert Smallwood, Regional Dir.
P.O. Box 12900
401 North Broad Street
Philadelphia, PA 19108

REGION IV - (AL, FL, GA, KY, MS,
NC, SC, TN)

George Wallace, Director, Adult,
Vocational & Technical Education
50 Seventh Street, N.E.
Room 550
Atlanta, GA 30323

REGION V - (IL, IN, MI, MN,
OH, WI)

William L. Lewis, Director, Adult,
Vocational & Technical Education
300 South Wacker Drive, 32nd Floor
Chicago, Illinois 60606

REGION VI - (AR, LA, NM,
OK, TX)

M. A. Browning, Director, Adult,
Vocational & Technical Ed.
1114 Commerce Street
Dallas, Texas 75202

REGION VII - (IA, KS, MO, NB)

Thaine D. McCormick, Director,
Adult, Vocational & Tech. Ed.
601 East 12th Street
Kansas City, MO 64106

REGION VIII - (CO, MT, ND, SD,
UT, WY)

LeRoy Swenson, Director, Adult
Vocational & Technical Ed.
Room 9017 Federal Office Bldg.
19th and Stout Streets
Denver, CO 80202

REGION IX - (American Samoa, AZ,
CA, Guam, HI, NV, Trust
Territory of Pacific)

C. Kent Bennion, Director, Adult
Vocational & Technical Ed.
50 Fulton Street
San Francisco, CA 94102

REGION X - (AK, ID, OR, WA)

William McLaughlin, Regional
Commissioner
U.S. Office of Education
Arcade Plaza Building
1321 Second Avenue
Seattle, WA 98101

ADDITIONAL LISTING

ALABAMA

(Miss) Ruth Stovall
Vocational Division
State Department of Education
State Office Building
Montgomery, AL 36104

COLORADO

(Dr.) M. G. Hunt, Assistant
State Director of Occupational Ed.
Professional Development Branch
Room 207 State Services Bldg.
1525 Sherman Street
Denver, CO 80203

CONNECTICUT

(Dr.) Joseph W. Duffy, Director
Division of Technology
Central Connecticut State College
1615 Stanley Street
New Britain, CT 06050

DELAWARE

(Dr.) Randall L. Broyles
Assistant State Superintendent
Instructional Services Branch
Department of Public Instruction
Dover, DE 19901

DISTRICT OF COLUMBIA

(Mrs.) Ouida V. Madel
Supervising Director
Vocational Education Curriculum
415 Twelfth St., N.W., Suite 1001
Washington, D.C. 20004

GEORGIA

George W. Mulling, State Dir.
Division of Vocational Ed.
Office of Instructional Serv.
State Office Building
Atlanta, GA 30335

HAWAII

(Dr.) Lawrence Zane, Project
Director, University of
Hawaii
Wist Hall Annex 2, Room 226
1776 University Avenue
Honolulu, HI 96822

IDAHO

D. F. Engelking
State Superintendent of Public
Instruction & Executive
Officer of State Board for
Vocational Education
State Office Building
Boise, ID 83707

INDIANA

Noel Brown
Room 1012, State Office Bldg.
Indianapolis, IN 46204

MASSACHUSETTS

Robert R. Reeder
Superintendent-Director
Greater Lowell Regional Vocational-Technical School Dist.
Commonwealth of Massachusetts
10 Bridge Street, Room 302
Lowell, MA 01852

MASSACHUSETTS

F. Coit Butler, Project Director
New England Resource Ctr. for
Occupational Education
55 Chapel Street
Newton, MA 02160

MINNESOTA

Melvin E. Johnson, Director
Program Planning & Development Sec.
Division of Vocational-Technical Ed.
548 Capitol Square Building
St. Paul, MN 55101

NEBRASKA

James A. Miller, Director
Center for Vocational and
Technical Education
School of Business & Technology
Kearney State College
Kearney, NB 68847

NEVADA

R. Courtney Riley, Director
Vocational-Technical & Adult
Education Branch
Department of Education
Carson City, Nevada 89701

NEW JERSEY

Joseph F. Kelly, Director
Vocational Curriculum and Media Res.
Division of Vocational Education
225 West State Street
Trenton, NJ 08625

NEW MEXICO

(Dr.) A. A. Bettina, Dean
School of Technology
State of New Mexico
Department of Education
Education Building
Portales, NM 88130

NEW YORK

Robert S. Seckendorf
Assistant Commissioner for
Occupational Education
99 Washington Avenue
Albany, NY 12210

OHIO

Tom L. Hindes, Director
Instructional Mtls. Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, OH 43210

PENNSYLVANIA

(Dr.) Ferman B. Moody, Director
Research Coordinating Unit
for Vocational Education
Box 911
Harrisburg, PA 17126

PUERTO RICO

(Dr.) Amalia Ll. Charneco
Director, Research Coordinating
Unit, Department of Education
Vocational & Technical Education Program
Box 759
Hato Rey, PR 00918

SOUTH CAROLINA

Gary J. Lashway, Supervisor
Office of Vocational Education
1429 Senate Street
Rutledge Building-Room 202
Columbia, SC 29201

TENNESSEE

William M. Harrison
Assistant Commissioner
Vocational-Technical Education
205 Cordell Hull Building
Nashville, TN 37219

TEXAS

W. H. Fitz, Chief Consultant
Curriculum Coordinator
Department of Occupational
Education and Technology
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

VIRGIN ISLANDS

Gwendolyn E. Kean
Insular Superintendent
Curriculum & Instruction
Department of Education
P.O. Box 630
St. Thomas, VI 00801

WASHINGTON

Dean F. Wagamen, Director
Program Development Division
Coordinating Council for
Occupational Education
216 Old Capitol Bldg.
Olympia, WA 98504

WISCONSIN

Clifford H. Zenor
Vocational Education Consultant
Curriculum
137 East Wilson Street
Madison, WI 53703

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
FORT COLLINS, COLORADO 80521

INSTITUTES FOR CURRICULUM
PERSONNEL DEVELOPMENT
1972-73

INSTITUTE INFORMATION

Three Institutes for Curriculum Personnel Development will be sponsored by the Department of Vocational Education of Colorado State University under a grant from the United States Office of Education. These Institutes are designed for leadership personnel in the U. S. Office of Education, state department, curriculum laboratories, and teacher education institutions.

GOALS

1. Update key personnel in the concepts, techniques and methodologies of the curriculum building process
2. Relate the curriculum building processes in vocational and technical education to the concepts of Career Education.

MAJOR INSTITUTE EMPHASES

1. Performance-based occupational analysis, content determination (including values and ethics) also other sources of curriculum
2. Curriculum design
3. Performance goal development
4. Validation techniques.

NOTE: Activity of a workshop-nature will be integrated into the program.

WHO

Invitations to apply will be extended to individuals nominated by the State Directors of Vocational Education, as well as Regional and National Directors of the U.S. Office of Education.

WHERE AND WHEN

Three regional Institutes (see map) will be held at the places and dates given. Individuals will be assigned to the Institute in their region in most cases.

Institute locations	Dates
1. Colorado State University, Fort Collins, Colorado	October 23-27, 1972
2. The Executive House, Washington, D.C.	November 13-17, 1972
3. All American Inn, Auburn, Alabama	February 5-9, 1973

INSTITUTE INFORMATION (continued)

PRIORITIES FOR PARTICIPANT SELECTION (In order given)

1. Vocational curriculum leadership personnel from the State Offices and the U.S. Office of Education and curriculum laboratory personnel
2. Vocational teacher educators
3. Other.

PARTICIPANTS' EXPENSES

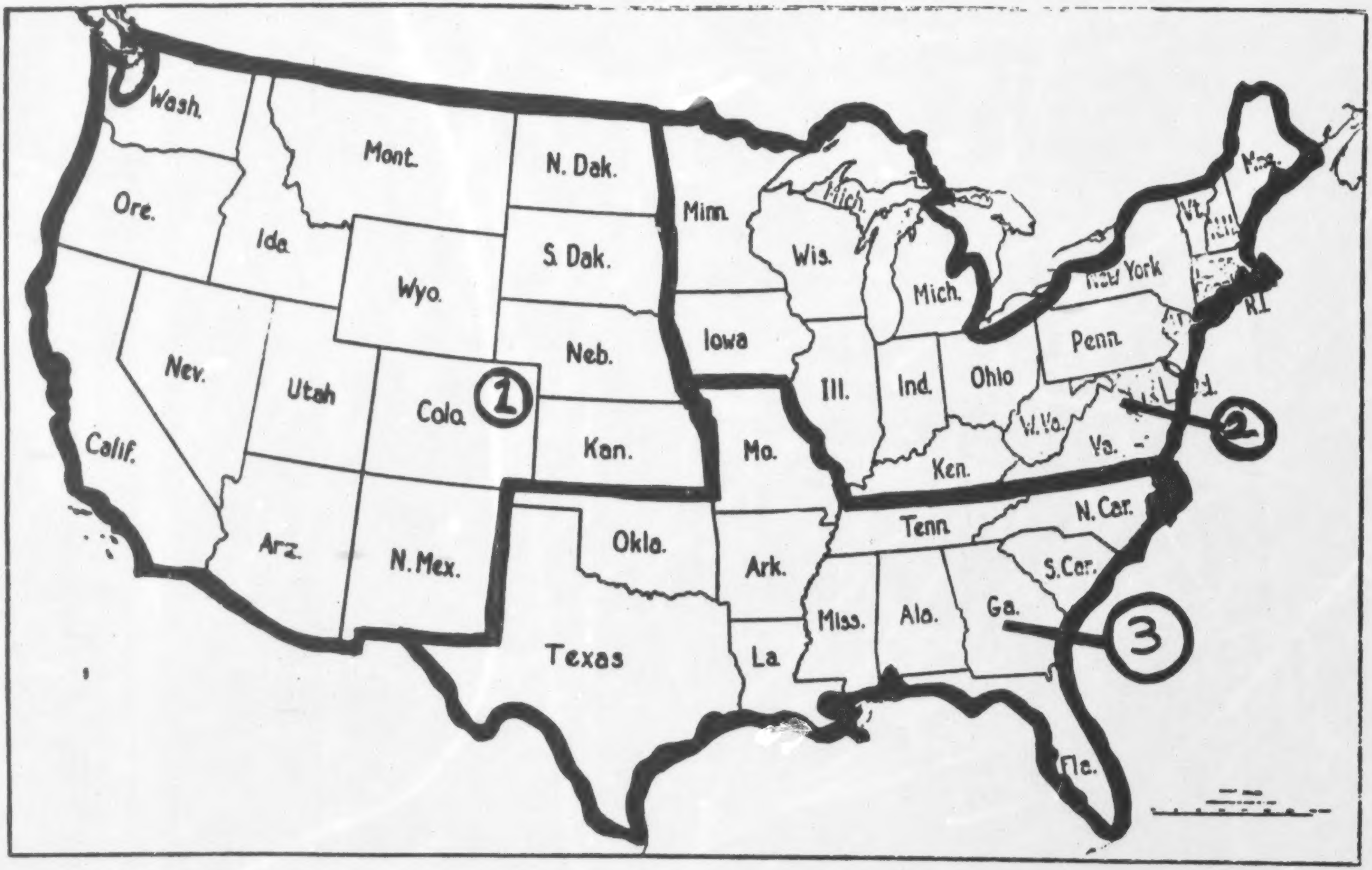
Sponsor will defray for selected participants only

1. Air tourist round trip to Institute location only
2. Food and lodging up to $75.00 (this should cover all or most of costs).

ACT NOW

Planning and preparation time is short. Please complete the nominations at once, listing those whom wish to attend and return within the next few days in the enclosed envelope to:

DR. MILTON E. LARSON, CO-DIRECTOR
INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT
DEPARTMENT OF VOCATIONAL EDUCATION
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO 80521


Wash.
Ore.
Calif.
Nev.
Ida.
Mont.
Wyo.
Utah
Arz.
Cola.
①
N. Mex.
N. Dak.
S. Dak.
Neb.
Kan.
Okla.
Texas
Minn.
Iowa
Mo.
Ark.
La.
Wis.
Mich.
Mich.
Ill.
Ind.
Ohio
Ken.
Tenn.
Miss.
Ala.
Ga.
Fla.
New York
Penn.
W. Va.
Va.
N. Car.
S. Car.
Vt.
Me.
R.I.
2
3

NOMINATIONS FOR INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

Three regional Institutes for the United States during 1972-73 sponsored by the Department of Vocational Education of Colorado State University and supported by a grant from the United States Office of Education.

Submitted by:

NAME ____________________

STREET ADDRESS ____________________

CITY ____________ STATE ____________ ZIP ________

Participants from all services of vocational education are desired.

Recommended Participants

1. Name ____________________ Phone ____________
   Title ____________________
   Street Address ____________________
   City ____________ State ____________ Zip ____
2. Name ____________________ Phone ____________
   Title ____________________
   Street Address ____________________
   City ____________ State ____________ Zip ____
3. Name ____________________ Phone ____________
   Title ____________________
   Street Address ____________________
   City ____________ State ____________ Zip ____
4. Name ____________________ Phone ____________
   Title ____________________
   Street Address ____________________
   City ____________ State ____________ Zip ____

Page Two (continued)

5. Name____________________________ Phone__________________

Title____

Street Address ____

City______________________ State_________________ Zip______

6. Name____________________________ Phone__________________

Title____

Street Address ____

City______________________ State_________________ Zip______

7. Name____________________________ Phone__________________

Title____

Street Address ____

City______________________ State_________________ Zip______

8. Name____________________________ Phone__________________

Title____

Street Address ____

City______________________ State_________________ Zip______

Return to: Dr. Milton E. Larson, Department of Vocational
Education, Colorado State University, Fort Collins,
Colorado 80521

Option A — Live-in Educational Rate
Lodging (at The Executive House)
Single $16 (daily)
Double $20 (daily)
Food (modified American Plan available)
Friday banquet luncheon — $5.50
Breakfast and dinner — $5 daily
Where long distance travel is involved the sponsor will reimburse for the air tourist round trip fare (or equivalent) to the institute location.

Option B — Commuter package allowance of $75.
Friday banquet luncheon — $5.50

Note: No other costs are covered.

Auburn, Alabama Institute

Participants will receive institute registration, food and lodging or the equivalency for commuters (not to exceed a total of $75 for the week).

SCHEDULE (daily)

	Morning	Afternoon	Evening
Monday	9:00-11:30	1:00-4:30	7:30-9:30
Tuesday	8:30-11:30	1:00-4:30	
Wednesday	8:30-11:30	1:00-4:30	7:30-9:30
Thursday	8:30-11:30	1:00-4:30	
Friday	8:30-11:30	12:00-3:00	

ATTENDANCE

Participants are expected to attend every session. Individuals will not be invited who are not committed to attending all sessions.

CREDITS

Undergraduate and graduate credit (3 quarter hours) may be granted to individuals desiring credit. In order to secure credit each person must complete an appropriate college term paper in addition to participating in all the activities of the institute. SPECIAL REGISTRATION FOR UNIVERSITY CREDIT is required. No additional fee will be charged for credits.

FURTHER INFORMATION

Contact
Co-Directors
Dr. M. E. Larson
or Dr. I. E. Valentine
Department of Vocational Education
Colorado State University
Fort Collins, Colorado
80521

Colorado State University does not discriminate on the basis of race, color, religion, national origin, or sex. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity for employment and admission shall be extended to all persons and the University shall promote equal opportunity and treatment through a positive and continuing affirmative action program.

Department of Vocational Education

Colorado State University

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS

5

THESE INSTITUTES ARE FOR
INDIVIDUALS WITH VOCATIONAL
CURRICULUM RESPONSIBILITIES:

National U.S.O.E.
Regional U.S.O.E.
State Directors and Supervisors
Curriculum Laboratories
Teacher Educators
Others

Region 1 — Fort Collins, Colorado
October 23-27, 1972

Region 2 — Washington, D. C.
November 13-17, 1972

Region 3 — Auburn, Alabama
Fe[illegible]-9, 1973

sponsored by
COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

Co-directors
Dr. M. E. Larson
Dr. I. E. Valentine

Individuals from the various vocational services are eligible to participate.

Supported by a grant from the U. S. Office of Education

INSTITUTE FOR
CURRICULUM PERSONNEL DEVELOPMENT
FOR INTEGRATION OF
INNOVATIVE CONCEPTS AND
NEW DEVELOPMENTS

PURPOSE

To update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building.

To relate the curriculum building processes to the implications of Career Education.

PROGRAM FOCUS

Implications of Career Education and changing philosophies of education for Curriculum building.

Strategies for realistic curriculum:
- Identifying the base for curriculum decision.
- Analyzing needs (employers, students, and others).
- Determining behavioral objectives and performance goals.
- Translating behavioral objectives and performance goals into instructional content with support activities based upon available resources.

Group activity of a workshop-nature will be integrated into the program.

SELECTION CRITERIA

Invitations to apply for one of the institutes will be extended to individuals nominated by State Directors of Vocational Education and Directors of the United States Office of Education.

Individuals selected will be assigned to the institute in their region (in most cases).

Priorities for participant selection (in order given) will be:

1. Vocational curriculum leadership personnel from State Offices, Regional and National Offices of the U. S. Office of Education, and Curriculum Laboratories.
2. Vocational teacher educators.
3. Other.

Consideration will be given to the individual's need for the institute reflected by his position and his qualifications to effectively participate in the institute program.

APPLICATION

Complete and return the official application as soon as possible to the co-directors of the institute. Early return of the application will enhance your chance for selection.

SUPPORT AND ACCOMMODATIONS

The sponsor will defray expenses for selected participants at each of the institutes as stated below.

Colorado State University Institute

Participant must select option A or B.

Option A — Live-in package. Includes Institute registration, coffee breaks, lunches, banquet, lodging, transportation to and from the airport, etc. Where long distance travel is involved, the sponsor will reimburse for the air tourist round trip fare (or equivalent) to the Institute location.

Option B — Commuter package. Includes Institute registration, coffee breaks, lunches, banquet, etc. PLUS reimbursement for commuter travel of $45 maximum.

Washington, D. C. Institute

Participants will receive Institute registration and a subsistence of $75. The subsistence may be used to defray expenses for either option A or B.

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

August 16, 1972

Dear

This is a follow-up of our recent telephone conversation relative to your presentations at the Training Institute for Curriculum Development. I am delighted to know that you will be able to be with us on the following dates:

1. Colorado State University, Fort Collins, Student Center Building, October 24
2. Washington, D.C., The Executive House, November 14
3. Auburn, Alabama, All American Inn, February 6 (this one is still tentative).

The time of the first presentation will be 8:30 to 9:45 on the topic "Translating Analysis into Curriculum Design." The second presentation will be at 10:15 on "Developing Hierarchies of Objectives." Each presentation will need to be approximately 50 minutes with the remainder of the session, approximately 25 minutes, for questions and discussion of the participants.

We wish to have you prepare a paper in advance for each of the presentations but would like to have you make the presentation to the group without reading the paper. We will be able to provide an honorarium for each of the papers of $100 each and $100 for each of the two days of presentations for a total of $400.

If your schedule permits you to stay with us for the rest of the day, we would like to have you rotate between the groups as they discuss the issues and questions relative to the other selective topics on curriculum development.

As soon as we have finalized the program, we will send a copy to you. We appreciate greatly your willingness to assist us with these presentations.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

In accordance with our previous discussion, we have developed a memorandum of our agreement for your presentations at the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT. Kindly sign and return one copy of the agreement.

To expedite arrangements please complete the INFORMATION ON DESIRED ARRANGEMENTS and return to us at your earliest convenience.

Enclosed is a copy of the program as presently developed. Should you detect any errors relative to your presentation(s), we would appreciate your assistance in calling it to my attention, so that the final copy may be as free of errors as possible.

To assist us with the introductions, we would appreciate receiving a copy of your vita. Also, we will endeavor to duplicate in advance materials you desire, so we will welcome as much lead time as possible.

We are looking forward to your visit to our community and your assistance in making the Institute a success.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational
Education

MEL/ph

Enclosures

INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION FORT COLLINS, COLORADO

MEMORANDUM OF AGREEMENT

In accordance with previous arrangements, the consultant ________

_______________ agrees to make the following presentation at:

Please provide an edited and typewritten copy of the above presentation. The final copy should be received one week prior to the institute, if possible.

Subsistance will be provided at the rate of:

Reimbursement for travel will be made for at the rate of air tourist (or equivalent by other kinds of vehicles) with actual cost of ground travel to and from air terminal (at the rate of 10¢ per mile if by personal car).

Comments:

____________________	____________________
Date	Consultant
____________________	____________________
Date	Milton E. Larson, Co-Director Institute for Curriculum Personnel Development

(Please sign and complete one copy of the above and return to Milton E. Larson).

INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION FORT COLLINS, COLORADO

INFORMATION ON DESIRED ARRANGEMENTS
FOR
THE INSTITUTE AT FORT COLLINS

Kindly complete the following as applicable and return to:

Milton E. Larson, Co-Director
Institute for Curriculum Personnel Development
Department of Vocational Education

1. Travel (Complete a or b and c)
    a. I plan to arrive at Stapleton Airport, Denver, via Flight No. ________ carrier _______ on (date) ____________ at (time) __________________________.
    b. I plan to drive, arriving approximately _______________ (date and time)
    c. I would like a representative of CSU to meet me at the Stapleton Airport (in baggage claim area) and take me to Ft. Collins. Yes____ No____
2. Lodging (Complete a or b and c)
    a. I desire lodging at Rockwell Hall _________ (A modest student dormitory)
    b. I desire accommodations at the motel ______ (A best Western Motel)
    c. Accommodations desired:
        (1) Single occupancy______________
        (2) Double occupancy______________
        (3) Number in party______________
        (4) Other____________________________________
3. Presentation Needs (Complete all that apply)
    I would like to use during my presentation:
    _______ (1) Motion picture projector
    _______ (2) Overhead projector
    _______ (3) Slide projector for 2 x 2 slides
    _______ (4) Film strip projector
    _______ (5) Motion picture screen
    _______ (6) Other___________________________________

4. Handout Materials

I desire to have handout materials mimeographed prior to the session.

____ Yes Approximate number of pages_______. Copy needs to be received at least 10 days prior to date.

5. Other

____

____

Name_____________________________ Date___________________

(Return one copy soon as possible. Retain a copy for your file.)

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

The time is rapidly approaching for the Institute for Curriculum Personnel Development to be held at the Executive House, November 13-17, 1972.

Enclosed is a copy of the program. To expedite arrangements, I would appreciate your completing and returning one copy of the INFORMATION ON DESIRED ARRANGEMENTS FORM for the Washington Institute. As these are the same as the one for Fort Collins, simply indicate. If you have already provided us one for the Fort Collins Institute, this will not be necessary.

To assist us with the introductions, we would appreciate receiving a copy of your vita. Also, we will endeavor to duplicate in advance materials you desire, so will need this material about ten days before the beginning of the Institute. Our Advisory Committee recommended that each speaker prepare a written paper but that the speaker present it as much as possible without reading the paper.

We appreciate greatly your assistance and are looking forward to your presentation. We know it will aid in making the Institute a success.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
  Arrangement Form

INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION FORT COLLINS, COLORADO

INFORMATION ON DESIRED ARRANGEMENTS FOR THE INSTITUTE AT WASHINGTON

Kindly complete the following as applicable and return to:

Milton E. Larson, Co-Director
Institute for Curriculum Personnel Development
Department of Vocational Education

1. Travel

   a. I plan to arrive at the EXECUTIVE HOUSE (1515 Rhode Island Ave., N.W.) Washington, D.C. at:

   Date____________________ Time______________________

   b. I desire: Single room_______ Twin-bedded room__________

   For November_________________________________

   NOTE: If accompanied by other individuals please indicate below:

   ____

   ____

2. Presentation Needs (complete all that apply)

   I would like to use during my presentation:
   _____ (1) Motion picture projector
   _____ (2) Overhead projector
   _____ (3) Slide projector for 2 x 2 slides
   _____ (4) Film strip projector
   _____ (5) Motion picture screen
   _____ (6) Other_________________________________

3. Handout Materials

I desire to have handout materials mimeographed prior to the session.

____ Yes Approximate number of pages______. Copy needs to be received at least 10 days prior to date.

4. Other

____

____

Name__________________________________ Date______________

(Return one copy as soon as possible. Retain a copy for your file.)

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

November 28, 1972

Dear

In accordance with our tentative arrangements, we would like to have you work with us again at Auburn, Alabama, in the Training Institute for Curriculum Personnel Development.

As you did previously, we would like to have you speak on the topic (no new paper will be necessary):

> "General Overview of Curriculum Development for Vocational and Career Education" on February 5, at Auburn, Alabama, at 1:45.

We will provide an honorarium of $100 in addition to reimbursement on travel and living expenses incurred.

I hope you will be able to join us again. We would appreciate knowing of your acceptance by return mail.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

In order to provide appropriate service to you as a speaker and make the necessary arrangements for your lodging and transportation from the airport to Auburn, kindly complete and return the enclosed form (one copy by January 15).

Best wishes for a pleasant Holiday Season.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosures

INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

PLEASE NOTE: RETURN NOT LATER THAN JANUARY 15, 1973

INFORMATION ON DESIRED ARRANGEMENTS FOR THE INSTITUTE AT AUBURN, ALABAMA

Kindly complete the following as applicable and return to:

Milton E. Larson, Co-Director
Institute for Curriculum Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

1. Travel

   a. I plan to arrive at the airport in ( ) Columbus, Georgia, ( ) Montgomery, Alabama, at:

   Date:____________________ Time:______________

   Airline:__________________ Flight No:__________

   b. I desire:

   Single room______$13 daily Twin-bedded room___$16 daily

   for February______, 1973 (indicate if you plan to stay more than one night)

   NOTE: If accompanied by other individuals, please indicate below:

   ____

   ____

2. Presentation Needs (complete all that apply)

   I would like to use during my presentation:
   _____ (1) Motion picture projector
   _____ (2) Overhead projector
   _____ (3) Slide projector for 2 x 2 slides
   _____ (4) Film strip projector
   _____ (5) Motion picture screen
   _____ (6) Other______________________________

3. Other

____

____

____

Name______________________________ Date____________________

(Return one copy as soon as possible. Retain a copy for your file.)

COLORADO
STATE department of vocational education
UNIVERSITY
FORT COLLINS
COLORADO
80521

It is a pleasure to inform you that you have been nominated to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS sponsored by Colorado State University. Detailed information about the Institute is contained in the enclosed brochure.

You are eligible to participate in one of the three workshops, at either Ft. Collins, Colorado on October 23-27, 1972, Washington, D.C. on November 13-17, 1972, or Auburn, Alabama on February 5-9, 1973. Individuals selected normally will be assigned to the Institute in their region.

Facilities and funding have limited participants to eighty persons at each Institute. In order to select individuals for each Institute it is necessary for you to complete the enclosed official application form. Applications may exceed available facilities, so please return your application as soon as possible in the enclosed addressed envelope to assist us in the selection process.

Participants interested in earning three quarter hour credits (graduate or undergraduate) may do so by preparing a college-level professional paper prior to registration for credit (paper to be completed within 30 days after completion of Institute attended). Approval needs to be secured at the time of the Institute attended.

Institute personnel will advise you as soon as possible about your selection. Thank you for your cooperation.

Sincerely,

Dr. Milton E. Larson
Professor of Vocational
Education and Institute
Co-Director

MEL/ild

Enclosures

APPLICATION
INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT FOR INTEGRATION OF INNOVATIVE CONCEPTS AND NEW DEVELOPMENTS

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
FORT COLLINS, COLORADO 80521

RETURN TO: DR. MILTON E. LARSON
INSTITUTE CO-DIRECTOR

Name: Mr.
Ms.______________________________ Social Security Number__________________

1. Institution or agency where you will be employed next year____

   ____

   Title of position ______________________________

   Address:_______________________________________
   (Street) (City, State and Zip)

   Tel. No. and Area Code: Home______________ Business_________

2. Type of agency or institution (please check):
   - ( ) U. S. Office of Education
   - ( ) State Department or State Board for Vocational Ed.
   - ( ) Curriculum Laboratory
   - ( ) University or College (4 year) offering courses in vocational teacher education
   - ( ) Other (please specify)______________________

3. Classification of position for next year:
   - ( ) State office vocational personnel with curriculum responsibility
   - ( ) U.S.O.E. (National or Regional) personnel with curriculum responsibility
   - ( ) Vocational Curriculum laboratory personnel curriculum responsibility
   - ( ) Vocational teacher educators
   - ( ) Other (specify)______________________________

4. Please indicate highest college degree attained:
   ( ) Associate ( ) Bachelor ( ) Master ( ) Doctorate
   ( ) Other

5. Please indicate your combined years of experience as a vocational teacher, teacher educator, supervisor and administrator of vocational programs ______________________

Application
Page Two (continued)

6. Indicate institute in your region:

   ( ) Ft. Collins, Colorado ( ) Washington, D.C.

   ( ) Auburn, Alabama

7. If selected, will you be able to attend for the entire week?
   ( ) Yes ( ) No ( ) Uncertain

8. Would you plan to:
   ( ) Utilize living facilities provided ( ) Commute

9. Would you travel to the institute by ( ) air OR ( ) Private car OR ( ) other?

10. Would you desire to take the Institute for university credit?
    ( ) Yes, graduate credit ( ) Yes, undergraduate credit
    ( ) No____

11. Are you willing to serve as a group leader?
    ( ) Yes
    ( ) No
    ( ) Undecided

12. Indicate why you are interested in this Institute indicating the anticipated value of this Institute for your position next year. Review past experience in curriculum activities related to Vocational Education.

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

TRAINING INSTITUTES FOR
CURRICULUM PERSONNEL DEVELOPMENT

Co-Directors:
Dr. Milton E. Larson
Dr. Ivan E. Valentine

ASSESSMENT FORM

DIRECTIONS:

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. I FEEL THAT:					
1. The purposes of this Institute were clear to me	5	4	3	2	1
2. The purposes of this Institute were not realistic	5	4	3	2	1
3. If I were to do it over again, I would apply for this Institute	5	4	3	2	1
4. The participants accepted the purposes of this Institute	5	4	3	2	1
5. The purposes of this Institute were not the same as mine	5	4	3	2	1
6. I didn't learn anything new	5	4	3	2	1
7. The material presented was valuable to me	5	4	3	2	1
8. I could have learned as much by reading a book.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. Possible solutions to my problems were considered.	5	4	3	2	1
10. The information presented was too elementary.	5	4	3	2	1
11. The speakers really knew their subject. .	5	4	3	2	1
12. Group activities were well structured . . .	5	4	3	2	1
13. The speakers stimulated me to think about the topics presented. . .	5	4	3	2	1
14. We worked together well as a group.	5	4	3	2	1
15. We did not relate theory to practice	5	4	3	2	1
16. Printed materials provided were very helpful	5	4	3	2	1
17. The schedule was too fixed	5	4	3	2	1
18. The group activities were excellent. . . .	5	4	3	2	1
19. There was very little time for informal conversation	5	4	3	2	1
20. I did not have an opportunity to express my ideas.	5	4	3	2	1
21. I really felt a part of this group.	5	4	3	2	1
22. My time was well spent	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23. The Institute met my expectations.	5	4	3	2	1
24. I have a guide for future action relative to curriculum construction as related to Career and Vocational Education	5	4	3	2	1
25. Too much time was devoted to trival matters	5	4	3	2	1
26. The information presented was too advanced	5	4	3	2	1
27. The content presented was applicable to current problems and issues . .	5	4	3	2	1
28. I would recommend this Institute to others . .	5	4	3	2	1
29. Institutes of this nature should be offered again in the future	5	4	3	2	1

B. How do you plan to apply the outcomes you have obtained from attending this Institute? (Number 1, 2, 3, 4, 5, 6 in order of importance with No. 1 being the most important).

____ 1. To provide leadership resulting in improved curricula.

____ 2. To plan meetings for vocational educators to increase integration of vocational education and career education.

___ 3. To apply concepts in curriculum construction.

___ 4. To evaluate existing curriculum materials.

___ 5. To build a closer link with industry, business, and agriculture.

___ 6. To build a closer link to general education.

___ 7. Other: (List) ______________________________

NOTE: If you do not feel strongly about any of these items, please feel free to leave them blank.

C. In the space below indicate any suggestions you may have for increasing the applications of knowledge gained at this Institute.

D. Indicate below the areas of subject-matter content which you feel should be included in future Institutes.

E. What were the strong points of this Institute as you see it?

F. What were the weak points of this Institute as you see it?

G. If you feel strongly about any of the presentations, list those that you remember as being:

1. Especially helpful in achieving the goals of the Institute.

2. Weak and of little help in achieving the goals of the Institute.

H. As a result of your contacts with the participants and consultants at this Institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES__________ NO__________

If yes, what types of information can the consultant or participant contribute that would be helpful to your work?

____

____

____

I. Other comments (use the back of this sheet if necessary).

INSTITUTES OVERVIEW

TRANSPARENCY #1

GOALS

1. To update key personnel in the concepts, techniques, and methodologies of the total curriculum building process
2. To relate the curriculum building process to the implications of Career Education.

TRANSPARENCY #2

PURPOSES

Provide participants opportunity for:

1. Identifying strategies for realistic curriculum
2. Fusing Career Education concepts into vocational curriculum building
3. Exchanging, relating and refining new vocational curriculum concepts and developments with other personnel.

TRANSPARENCY #3

INSTITUTE EMPHASIS

1. Performance-based occupational analysis
2. Content analysis
3. Curriculum design
4. Performance goal development
5. Validation techniques.

TRANSPARENCY #4

TARGET PERSONNEL

Individuals with curriculum responsibility from:

1. U. S. Offices of Education
2. State departments of education or vocational education
3. Curriculum laboratories
4. Universities and colleges charged with teacher education
5. Other.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
FORT COLLINS, COLORADO 80521

TO: Dr. Elizabeth Simpson
Project Officer
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

Mr. William Berndt
Project Monitor
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

FROM: Dr. Ivan E. Valentine
Co-Director
Institutes for Curriculum Personnel Development

Dr. Milton E. Larson
Co-Director
Institutes for Curriculum Personnel Development

SUBJECT: First Quarterly Report: Period June 30, 1972 through September 30, 1972.

PROJECT TITLE: Training Institutes for Curriculum Personnel Development
GRANT NUMBER: OEG-0-72-5183
PROJECT NUMBER: V257015

MAJOR ACCOMPLISHMENTS:

Phase one of this project, June 30, 1972 through September 30, 1972, was devoted to planning and organization of the project. The major accomplishments carried out in close cooperation with Project Officer and Monitor are as follows:

1. Identification of the National Consultant Committee Members:

Mr. Donald Brill	Dr. A. J. Miller
Prof. Lucy Crawford	Dr. Jim Wall
Dr. Eugene Flug	Dr. Patrick J. Weagraff
Dr. Mike Hunt	Dr. Roger Worthington
Dr. Ed Kurth	

2. Conducted meeting of National Consulting Committee in Chicago, Illinois on July 29, 1972.
   Dr. Elizabeth Simpson and Mr. William Berndt represented the United States Office of Education and Mr. Elmer Shick represented the Regional United States Offices. They participated in the deliberations and Institutes' planning activities.
3. Completed the program structure and related details for the three Institutes following closely the suggestions of the National Advisory Committee.
4. Based on recommendations from the National Advisory Committee the following places and dates were determined:
   Region 1 - Fort Collins, Colorado
   October 23-27, 1972
   Region 2 - Washington, D.C.
   November 13-17, 1972
   Region 3 - Auburn, Alabama
   February 5-9, 1973
5. Participant Recruitment Procedures followed:
   a. Invitations to nominate participants were sent to all fifty State Directors of Vocational Education, nine Regional Offices of the United States Office of Education and Washington Office of the United States Office of Education.
   b. Information letters were sent to Directors of Regional and State Curriculum Laboratories; also to the Chairmen of the National Advisory Council for Vocational Education.
6. Recruitment of Institute Faculty:
   Recruitment faculty for the Institutes at Fort Collins and Washington, D.C. was completed with few exceptions in accordance with recommendations of National Advisory Committee.
7. Support Staff:
   According to conditions of the contract, support staff were recruited and selected. These include Research Associate, Fiscal Person and Clerk Stenographer.

8. Publicity:
A brochure was developed to explain and promote the purposes of the Institutes. Numerous personal letters were written to explain the Institutes.
9. Facilities:
Arrangements were made at each location for appropriate housing for participants and group sessions.
10. Participant Selection:
In accordance with the priorities established the process for participant selection was initiated.

MAJOR PROBLEMS ENCOUNTERED:

None in this period that could not be adequately solved.

PLAN FOR NEXT REPORTING PERIOD, October 1, 1972 through December 31, 1972:

1. Finalizing participant selection for Fort Collins and Washington, D.C.
2. Implementation of program plans for the Institute at Fort Collins and Washington, D.C.
3. Internal review and assessment of effectiveness of Institutes in achieving institute objectives
4. Develop evaluation instrumentation for Institutes. Secure United States Office of Education approval prior to implementing
5. Considering program modification based on assessment.
6. Work with United States Office of Education Project Officer and Monitor relative to program assessment.

September 14, 1972

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
FORT COLLINS, COLORADO 80521

TO: Dr. Elizabeth Simpson
Project Officer
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

Mr. William Berndt
Project Monitor
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

FROM: Dr. Ivan E. Valentine
Co-Director
Institutes for Curriculum Personnel Development

Dr. Milton E. Larson
Co-Director
Institutes for Curriculum Personnel Development

SUBJECT: Third Quarterly Report: Period January 1, 1973 through March 31, 1973.
PROJECT TITLE: Training Institutes for Curriculum Personnel Development
GRANT NUMBER: OEG-0-72-5183
PROJECT NUMBER: V257015

MAJOR ACCOMPLISHMENTS:

Phase three of the project, January 1, 1973 through March 31, 1973 was devoted to finalizing plans for conducting the Auburn University Institute (February 5-9, 1973), and analyzing the results of the Washington, D.C. Institute in terms of participant assessment. Final planning and changes were identified for the Auburn University Institute. The major accomplishments carried out in close cooperation with Project Officer and Monitor were as follows:

1. Finalized the participant selection for the Auburn Institute.
2. Made revisions and completed printing and assembling instructional materials for the Auburn Institute.
3. Held telephone conferences with consultants relative to proposed change in their activities for the Auburn Institute.
    a. The Project Staff, Project Officer and Monitor reviewed participant evaluations of consultants and made final plans for the material to be utilized in the Auburn Institute.
    b. Based on performance and participant evaluation, two new consultants were identified.
    c. Made changes in the Auburn Institute program -- more emphasis on participant participation in the overall activities. Identified six participant reactors for two presentations and used the listening team technique for two other presentations.
    d. Recruited new speaker for the banquet -- Dr. William Pierce, Deputy Commissioner, United States Office of Education, Department of Health, Education and Welfare.
    e. Finalized the program, participants and consultants for Auburn Institute.
4. Project staff made last minute changes with Auburn Institute coordinator for travel and housing.
5. Project staff made final program changes for Auburn based on telephone conference with Project Monitor.
6. Conducted Auburn Institute with 86 participants (February 5-9, 1973).
7. Completed a cursory review and analysis of participants' assessment of all three Institutes and determined they were generally well satisfied with the conduct of the Institute. Discussed participant assessment with Project Monitor and Director of Curriculum Center.
8. Post Institute activities:
    a. Project staff carried required administrative details relating to the project.
    b. Project staff completed required quarterly reports to United States Office of Education, Project Officer and Monitor.

MAJOR PROBLEMS ENCOUNTERED

1. Participant cancellations created some problems and required the project staff to select and notify alternates at a very late date. All Institutes had more than the required participants established for each institute. The distance traveled from airports to Auburn caused small problems. Snow storm on the last day delayed many participant's departure of Auburn.
2. No other problems occured in this period that could not adequately be solved.

PLAN FOR NEXT REPORTING PERIOD, April 1, 1973 through June 30, 1973:

1. Assemble instructional and resource material to be included as part of the final report
2. Planning and completing the final report for the project
3. Consolidate participants' assessments of the three Institutes and prepare it for the final report
4. Prepare required final reports to the University, United States Office of Education Project Officer and Monitor
5. Coordinate preparing the final report to United States Office of Education with Project Monitor
6. Complete final report. Establish all files pertinent to the conduct of the project for future reference.

March 20, 1973

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION
FORT COLLINS, COLORADO 80521

TO: Dr. Elizabeth Simpson
Project Officer
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

Mr. William Berndt
Project Monitor
National Curriculum Center for Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

FROM: Dr. Ivan E. Valentine
Co-Director
Institutes for Curriculum Personnel Development

Dr. Milton E. Larson
Co-Director
Institutes for Curriculum Personnel Development

SUBJECT: Second Quarterly Report: Period October 1, 1972 through December 31, 1972.

PROJECT TITLE: Training Institutes for Curriculum Personnel Development
GRANT NUMBER: OEG-0-72-5183
PROJECT NUMBER: V257015

MAJOR ACCOMPLISHMENTS:

Phase two of this project, October 1, 1972 through December 31, 1972 was devoted to finalizing plans for conducting the Fort Collins Institute (October 23-27, 1972) and the Washington, D.C. Institute (November 13-17, 1972), conducting the Institutes on these dates, analyzing the procedures to date, and planning for the final Institute at Auburn, Alabama on February 5-9, 1973. The major accomplishments carried out in close cooperation with the Project Officer and Monitor were as follows:

1. Finalized the participants selections for the Fort Collins and Washington, D.C. Institutes.
2. Completed printing and assembling instructional materials for the Fort Collins and Washington, D.C. Institutes.
3. Wrote letters relative to particular needs of the participants and Institute consultants for the Fort Collins and Washington, D.C. Institutes.
4. Conducted the Fort Collins Institute with 82 participants; (October 23-27, 1972).
5. Activities directly involving the consultants for the Washington, D.C. Institute included:
    - a. The Project Staff and Monitor received participants' evaluations of consultants and made plans to work with consultants relative to required changes for the Washington, D.C. Institute based on performance and evaluation.
    - b. Made tentative arrangements with consultants relative to changes in the program and changes in participants' activities.
    - c. Recruited new consultants for the Washington, D.C. Institute to present the topic "Curriculum for Inner City Youth and Adults."
    - d. Recruited new consultant for Washington, D.C. Institute on copies "Curriculum Planning."
    - e. Recruited new consultant as banquet speaker on topic "Federal Prespectives on R & D in Vocational Education."
6. Project staff made final program changes for Washington, D.C. Institute based on telephone conference with Project Monitor.
7. Conducted the Washington, D.C. Institute with 83 participants (November 13-17, 1972).
8. Performed cursory analysis of the participants' assessment of the first two Institutes and determined they were generally well satisfied with the conduct of the Institutes. Discussed assessment with Project Monitor and Director of Curriculum Center.
9. Activities relative to the Auburn, Alabama Institute included:
    - a. Planned the program structure and considered the consultants incorporating changes resulting from experiences and suggestions gained from the prior Institutes.
    - b. The participants were selected and notified of their selection. Their acceptance replies are being received.

   c. Worked with the United States Office of Education Project Officer and Monitor in assessing the project's effectiveness and implementing procedures for necessary changes.
   d. Made contacts with the Auburn, Alabama coordinator relative to facilities and travel arrangements for participants and consultants.

10. Project staff completed required quarterly reports to the United States Office of Education, Project Officer and Monitor.
11. Project staff completed necessary administrative and related functions for conducting the project relative to Vocational Education Department and Colorado State University policies and procedures.

MAJOR PROBLEMS ENCOUNTERED

1. Late cancellation by participants created the need to notify three alternates at a very late date. However, both the Fort Collins and Washington, D.C. Institutes had the number of participants established for each Institute. Late receipts of hotel reservations presenting problems in relation to accommodations.
2. No other problems occured in this period that could not adequately be solved.

PLAN FOR NEXT REPORTING PERIOD, January 1, 1973 through March 31, 1973

1. Complete "last minute" selection of Auburn, Alabama participants, if required.
2. Complete program changes based on telephone conference with Project Monitor. Secure necessary consultants as modification of consultant's content of presentations.
3. Complete printing, revision, and assembly of Institute instructional materials for Auburn, Alabama Institute.
4. Implement program plans and conduct the Auburn, Alabama Institute.
5. Plan for follow-up of participants of all three Institutes.
6. Begin planning for the final report.
7. Work with the USOE Project Officer and Monitor relative to program assessment and results of the project to date.
8. Prepare required fiscal and progress reports to USOE

Project Officer and Monitor.
9. Prepare publicity for release by Auburn University.

December 20, 1972

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational educatic

April 13, 1973

Dr. Elizabeth Simpson, Director
National Curriculum Center for
  Occupational Education
United States Office of Education
Office of Assistant Commissioner
Bureau of Adult Vocational-Technical Education
Washington, D.C. 20202

Dear Dr. Simpson:

Enclosed is a completed form relative to "Impact of Curriculum Projects" funded under Part I, P.L. 90-576 (Training Institutes.) You will note we served 252 participants, this is twelve more than projected in the proposal. Also enclosed are 16 letters from participants who have expressed appreciation for the efforts of Dr. Larson, myself, and United States Office of Education project personnel for making this impact on Vocational and Career Education. Enclosed is an article covering the Colorado State University Institute.

I would like to express my appreciation to you and Mr. Berndt for your leadership and insight for making this thrust for improving curriculum development. It was a most rewarding and profitable experience to work with you and Mr. Berndt during the conduct of the project.

If we may be of further assistance please feel free to contact us. Best wishes for continued success.

Sincerely yours,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

IEV/ild

enclosures
   Impact of Curriculum Projects Funded
   16 letters of appreciation
   newspaper clipping

cc: M. E. Larson

Due Date: May 5

Impact of Curriculum Projects Funded
Under Part I, P.L. 90-576
(Training Institutes)

Will you please provide the following information which will be helpful in assessing the impact to date of the following curriculum management project funded under Part I, P.L. 90-576.

Title of Project:	Training Institutes for Curriculum Personnel Development
Contract Number:	V 2570 15 OEG-0-72-5183
Starting & Termination Date:	6/30/72 - 6/29/73

Categories of those attending the curriculum institutes	Number	Percent of attendees
State curriculum center (or laboratory) staff	59	23.4
Other State department of education	95	37.8
College or university personnel	40	15.9
Local directors of vocational education	22	8.7
Elementary teachers	1	.4
High school teachers	4	1.6
Post-secondary teachers	2	.7
Other (Specify) (Curr.-Local)	8	3.2
U.S.O.E.	17	6.8
Local Superintendents	3	1.1
State Director	1	.4

Please provide copies of letters, articles, or other information which indicates impact of the institutes on educational planning and practice.

APPENDIX D

INDIVIDUAL INSTITUTES

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

PROGRAM

October 23-27, 1972

Sponsored by the

Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Institute Co-Director -- Dr. Milton E. Larson
Institute Co-Director -- Dr. Ivan E. Valentine

This Institute is supported by a grant from the Office of Education
of the
Department of Health, Education and Welfare

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Registration in Student Center Lobby, Second Floor
Adjacent to Middle Ballroom
9:30 - 11:30, Monday, October 23, 1972

Monday
October 23

9:30	Registration	Student Center Lobby, Second Floor, adjacent to Middle Ballroom
11:30	Lunch (All meals, except banquet through student cafeteria)	
1:00	Welcome	Student Center, Middle Ballroom Dr. William Johnson Assistant Academic Vice-President Colorado State University
	Remarks	Dr. Irving C. Cross Acting Head, Vocational Education Colorado State University Mr. John Lacey Program Officer Adult & Vocational-Technical Education Region VIII U.S. Office of Education
1:30	Institute Overview	Mr. Bill Berndt Program Specialist, Curriculum Center for Occupational & Adult Education U.S. Office of Education Washington, D.C.
1:45	General Overview of Curriculum Development for Vocational and Career Education. (Needs, trends, directions, etc.)	Dr. Byrl Shoemaker State Director of Vocational Education Columbus, Ohio
3:00	Coffee Break	

3:30	Analyzing Occupations with Implications for Learning	Mr. Leon Lewis U.S. Employment Service Washington, D.C.
	Dinner Break	
8:00	Introductory Comments	Mr. Bill Berndt
8:15	Keynote Presentation: Curriculum Development and Career Education	Dr. Duane Mattheis Deputy Commissioner U.S. Office of Education Washington, D.C.

**Tuesday
October 24**

8:30	Approaches to Curriculum Design	Dr. Patrick Weagraff Coordinator Curriculum Laboratory California State Department of Education Program Planning Unit Sacramento, California
9:45	Coffee Break	
10:15	Developing Hierarchies of Objectives	Dr. Patrick Weagraff
11:30	Lunch	
1:00	Group Session I Curriculum Design	
	Group A	Room 207
	Group B	Room 209
	Group C	Room 202
	Group D	Room 204
2:45	Coffee Break	
3:15	Problems and Issues Identified with Development of Curriculum for Inner-city Youth and Adult	Dr. Harry Huffman Professor of Vocational Education Colorado State University
7:00	Presentation	Mr. and Mrs. Robert Brown Denver, Colorado

Wednesday
October 25

8:30	How to Relate Performance Goals to Accountability	Dr. Robert Stake Professor University of Illinois Urbana, Illinois
9:45	Coffee Break	
10:15	Group Session II Accountability	
	Group A	Room 206
	Group B	Room 208
	Group C	Room 210
	Group D	Room 212
11:30	Lunch	
1:00	Social Aspects and Considerations of Career Education	Dr. Sunny Hansen Professor University of Minnesota Minneapolis, Minnesota
2:45	Coffee Break	
3:15	Group Session III Curriculum Decisions Related to Career Education	
	Group A	Room 202
	Group B	Room 204
	Group C	Room 224
	Group D	Room 226
	Dinner Break	
7:30	Nightingale Singers	Ken Jarboe, Director
8:00	Value Basis for Curriculum Decisions (Political, social, economic and civic implications)	Dr. Jack Willers Professor of Philosophy of Education George Peabody College Nashville, Tennessee

Thursday
October 26

8:30	Validation of Vocational Education Curriculum	Dr. Jim Wall Director, Curriculum Laboratory Mississippi State Univ. State College, Mississippi
9:45	Coffee Break	
10:15	Adapting Curriculum to Local Needs (and Sources of Curriculum Materials)	Dr. Jim Wall
11:30	Lunch	
1:00	Development of Professional Staff in Curriculum Functions	Mr. Frank Wimer Director of Planning, Budgeting, and Research State Coordinating Counsel for Vocational and Technical Education Olympia, Washington
2:45	Coffee Break	
3:15	Group Session IV Relating and Validating Curricula	
	Group A	Room 220
	Group B	Room 222
	Group C	Room 208
	Group D	Room 212

Friday
October 27

8:30	Group Session V Curriculum Leadership Role and Functional with Implications for Career and Vocational Education	
	Group A	Room 206
	Group B	Room 208
	Group C	Room 210
	Group D	Room 212
9:45	Coffee Break	
10:00	Reports of secretaries of groups A - D	Middle Ballroom
11:00	Role of Curriculum Center of U.S.O.E.	Mr. Bill Berndt
11:30	Participant assessment and administrative details	Middle Ballroom
12:30	Banquet	East Ballroom
	Remarks and Introduction	Dr. M. G. Linson, Director State Board for Community Colleges and Occupational Education Denver, Colorado
	Address	Dr. A. Ray Chamberlain President Colorado State University
2:00	Counseling with participants taking institute for credit	
3:00	Adjourn	

COLORADO STATE UNIVERSITY
INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

October 23-27, 1972

CONSULTANTS AND RESOURCE PERSONNEL

Dr. A. R. Chamberlain, President
102 Administration Building
Colorado State University
Fort Collins, Colorado 80521

Dr. Irving C. Cross
Acting Head
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80521

Dr. Sunny Hansen
Professor
University of Minnesota
Minneapolis, Minnesota 55414

Dr. Harry Huffman
Professor
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80521

Dr. William Johnson
Assistant Academic Vice-President
Colorado State University
Fort Collins, Colorado 80521

Mr. Leon Lewis
U.S. Employment Service
U.S. Department of Labor
Washington, D.C. 20202

Dr. M. G. Linson, Director
Occupational Education
State Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

Dr. Duane Mattheis
Deputy Commissioner
U.S. Office of Education
Department of Health,
Education and Welfare
Washington, D.C. 20202

Dr. Byrl R. Shoemaker
Director of Vocational
Education
615 State Office Building
65 Front Street
Columbus, Ohio 43215

Dr. Elizabeth Simpson
Director, Curriculum Center for
Occupational & Adult Ed.
Department of Health,
Education and Welfare
Office of Education
Washington, D.C. 20202

Dr. Robert Stake, Professor
270 Educational Building
University of Illinois
Urbana, Illinois 61801

Mr. LeRoy Swenson, Director
Adult, Vocational and Technical
Education
Room 9017 Federal Office Bldg.
19th and Stout Streets
Denver, Colorado 80202

Dr. James E. Wall, Director
Curriculum Coordinating Unit
P.O. Drawer DX
Mississippi State University
State College,
Mississippi 39762

Dr. Patrick Weagraff
Coordinator Curriculum Laboratory
California State Department of Education
Program Planning Unit
721 Capitol Mall
Sacramento, California 85628

Dr. Jack Willers
Professor of Education
Department of Education
Auburn University
Auburn, Alabama 36830

Mr. Frank Wimer
Director of Planning, Budgeting and Research
Coordinating Council for Vocational and
  Technical Education
216 Old Capitol Building
Olympia, Washington 98501

COLORADO STATE UNIVERSITY

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

October 23-27, 1972

PARTICIPANTS

Mr. Harold S. Anderson
Vocational Education Specialist
Coordinating Council for
Occupational Education
216 Old Capitol Building
Olympia, Washington 98504

Dr. Rodney E. Anderson
Consultant, Development and
Demonstration Unit
Colorado Department of Education
State Office Building
201 East Colfax
Denver, Colorado 80203

Mr. Philip T. Bailey
Supervisor, Secondary Unit
Vocational Education and Career
Development Service
Michigan Department of Education
Box 928
Lansing, Michigan 48904

Dr. Fred P. Black
State Director, Occupational Ed.
Wyoming Department of Education
Capitol Building
Cheyenne, Wyoming 82001

Dr. David H. Bland
Educational Specialist
Michigan Department of Education
309 North Washington Avenue
Lansing, Michigan 48904

Dr. David Bockman
Aims College
Rt. 4, Box 234B
Greeley, Colorado 80631

Mr. Paul M. Bondo
Oregon Vocational Intern
Oregon State University
628 Kings Blvd.
Corvallis, Oregon 97330

Mr. Gilbert R. Brauer
Dean of Instruction
Nebraska Technical College
Milford, Nebraska 68405

Mr. Daniel P. Brown
Asst. Professor, Occupational
Education & Consultant to
State Department
University of Michigan
School of Education
Ann Arbor, Michigan 48104

Mrs. Dorothy I. Brown
Consultant, Support Services,
Career Education Division
Iowa Dept. of Public
Instruction
14th and Grand
Des Moines, Iowa 50319

Mr. Mike Bullock
Assistant Director of
Vocational Education
Office of the Superintendent of
Public Instruction
1920 Highland
Helena, Montana 59601

Mr. Richard Butts
Coordinator of Handicapped
(Special Ed.)
Minot Senior High School
Minot, North Dakota 58701

Mr. Hugo Carlson
Assistant Professor of Business
Northern State College
Jay Street
Aberdeen, South Dakota 57401

Mr. John A. Caserta
Jr.-Sr. High School Curriculum
  Coordinator
Washoe County School District
425 East Ninth Street
Reno, Nevada 89502

Mr. Cleve E. Cowley
Project Care Coordinator
Divide County School District
111 7th Avenue S.W.
Crosby, North Dakota 58730

Dr. Hazel Crain
Coordinator of Vocational-
  Technical Education
University of Nebraska
44C Henzlik Hall
Lincoln, Nebraska 68508

Dr. Nelson N. Cushing
State Supervisor of Industrial
  Arts & Prevocational Ed.
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Mr. Bill H. Darnell
State Supervisor, Career Ed.
State Department of Education
State Educational Building
Santa Fe, New Mexico 87501

Dr. Niel A. Edmunds, Chairman
Applied Arts Division and
  Campus Coordinator for
  Vocational Education
Wayne State College
Wayne, Nebraska 68787

Dr. Alan R. Edsall
EPDA Coordinator
University of Nevada
College of Education
Reno, Nevada 89502

Mr. W. H. Fitz
Chief Consultant
State Curriculum Coordinator
Texas Education Agency
Department of Occupational
  Education & Technology
201 East Eleventh Street
Austin, Texas 78701

Dr. W. Lee Foust, Jr.
Associate Director
Communications & Media Career
  Education "Cluster"
  Curriculum Project
3270 Market Street, N.E.
Salem, Oregon 97301

Mr. Donald W. Frederick
Director
Southern Minnesota Vocational
  Center
135 South Broadway
Wells, Minnesota 56097

Mr. Harold D. Garbett
Assistant Director
Idaho State University
School of Vocational-Technical
  Education
Pocatello, Idaho 83201

Mrs. Mildred F. Gerding
Editor II
The University of Texas at
  Austin
Extension Bldg., Annex 112
Austin, Texas 78712

Dr. Merlyn L. Gramberg
Division Chairman and Vocational
Coordinator
Chadron State College
Tenth and Main
Chadron, Nebraska 69337

Mr. Al Halter
Service Occupations Specialist
Oregon State Department of
Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Mrs. Jean Hanson
Vocational Program Director
East-Polk Red Lake County
Vocational Center
Red Lake Falls, Minnesota 56750

Mr. Clinton L. Harris
Wyoming State Advisory Council
(For Occupational Education)
1924 Garfield
Laramie, Wyoming 82070

Mr. W. J. Hoppes
Superintendent of Schools
Fort Benton Public Schools
1820 Washington
Fort Benton, Montana 59442

Mr. Coy L. Hudson
Director of Developmental Programs
North Carolina Department of
Community Colleges
Education Building
Raleigh, North Carolina 27602

Miss Myrna G. Hugi
Education Program Specialist
U.S. Office of Education AVTE-DAE
7th & D Streets, S.W.
Washington, D.C. 20022

Mrs. Myrtle E. Hunt
Director, Career Education
Pinellas County Schools
850 - 34 Street South
St. Petersburg, Florida 33711

Dr. Hildegarde Johnson
Acting Head of Home Economics
Education
South Dakota State University
Brookings, South Dakota 57006

Mr. J. Bates Johnson, Jr.
Program Officer
U.S. Office of Education
Room 5662, GSA Building
7th & D Street S.W.
Washington, D.C. 20202

Mr. Grady Knight
Coordinator of Program Planning
Evaluation, Research and
Exemplary Programs
Arkansas Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Mr. George Kosbab
Assistant Director of Vocational
Education
Administration and Planning
State of Ohio Department of
Education
65 South Front Street
Columbus, Ohio 43215

Mr. John W. Lacey
Program Officer, OE/AVTE
Federal Office Building
19th and Stout Streets
Denver, Colorado 80202

Mrs. C. Janet Latham
State Supervisor, Home Economics
Education and Exemplary Programs
Idaho State Board for Vocational
Education
518 Front Street
Boise, Idaho 83702

Mr. John A. Lawrence
Associate Professor,
Agricultural Education
University of Idaho
1024 Elcajon
Moscow, Idaho 83843

Dr. Otto P. Legge
Deputy Director
U.S. Office of Education
Bureau of Adult and Technical Ed.
Division of Technical Education
Washington, D.C. 20202

Mr. Edmond J. Lemoi
Staff Consultant - Curriculum
Development
Northeast AMIDS
1150 Narragansett Blvd.
Cranston, Rhode Island 02910

Mr. J. C. Levendowski
Career Education Curriculum Research
and Development Specialist
Jefferson County School District
809 Quail
Lakewood, Colorado 80215

Mr. Ralph Little
Program Specialist, Career Ed.
Oregon State Dept. of Education
5376 Arcade N. E.
Salem, Oregon 97303

Mr. Gary M. Lloyd
Specialist - Business & Office
Occupations
Utah State Board of Education
1300 University Club Building
136 E. S. Temple
Salt Lake City, Utah 84111

Dr. Austin G. Loveless
Professor of Industrial & Technical
Education
Utah State University
930 East 320 North
Logan, Utah 84321

Dr. Jerry Ludlow, Specialist
Curriculum Development
Oregon State Dept. of Education
942 Lancaster Dr., N.E.
Salem, Oregon 97301

Mr. John H. Madson
State Supervisor, Cooperative
Education
State Dept. of Education
Heroes Memorial Bldg.
Carson City, Nevada 89701

Mr. Thomas O. Manion
Supervisor, Industrial Ed.
Denver Public Schools Dist. 1
414 Fourteenth Street
Denver, Colorado 80203

Mr. Paul E. May
Asst. Supervisor, WIN & Special
Programs
State Board for Community
Colleges & Occupational Ed.
Room 207 State Services Bldg.
1525 Sherman
Denver, Colorado 80203

Dr. Ray McMurtry
Curriculum Specialist
Community College of Denver
1209 Quail
Lakewood, Colorado 80215

Mr. Elton B. Mendenhall
Director, Nebraska Research
Coordinating Unit for
Vocational Education
University of Nebraska
Box 33, Henzlik Hall
Lincoln, Nebraska 68508

Dr. James A. Miller, Director
Center for Vocational &
Technical Education
Kearney State College
Kearney, Nebraska 68847

Dr. Richard J. Mitchell
Associate Professor of Ed.
Central State University
100 N. University
School of Education
Edmond, Oklahoma 73034

Mr. E. Lyman Munford
Assistant Professor
Head of Construction Technology
Southern Utah State College
Cedar City, Utah 84720

Dr. Patricia D. Murphy
Associate Professor of
Home Economics Education
North Dakota State University
College of Home Economics
Fargo, North Dakota 58102

Dr. Ernest R. Neasham
Evaluation Consultant
California State Department
of Education
4117 Boone Lane
Sacramento, California 95821

Mr. Troy Notgrass
Instructional Materials Specialist
University of Texas
18th and IH 35
Division of Extension
Austin, Texas 78712

Mr. Keiji G. Okano, Director
Distributive Health and
Cooperative Education
Wyoming Department of Education
Capitol Building
Cheyenne, Wyoming 82001

Dr. Jim Osborn
Consultant for Vocational Education
Professional Development
Nebraska Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

Beverly Parks, Coordinator
Career Development Center
University of Northern Colorado
6305 Wagonwheel Road
Berthoud, Colorado 80513

Mr. Robert M. Peck
Assistant Principal, East High
Anchorage Borough School Dist.
4025 East 24th Avenue
Anchorage, Alaska 99502

Mr. Murry O. Phillips
Chief Consultant, Curriculum
Development & Teaching
Materials
North Carolina Dept. of Public
Instruction
Room 532, Education Bldg.
Raleigh, North Carolina 27602

Dr. Douglas L. Polette
Assistant Professor of
Vocational Education
University of Wyoming
Department of Vocational Ed.
Laramie, Wyoming 82070

Mr. Dean M. Prochaska, Director
Kansas State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612

Mr. Jack E. Robertson
Instructional Materials
Specialist
University of Texas
Division of Extension
Austin, Texas 78712

Mr. Larrae Rocheleau, Principal
Hardin High School
702 N. Terry
Hardin, Montana 59034

Mr. Richard W. Rowles
Coordinator Program Services
for ABE & Continuing Ed.
State Department of Education
Capitol Building
Cheyenne, Wyoming 82001

Mr. Gene Alan Sayler
Coordinator, Professional
Development & Private
Vocational Schools
North Dakota State Board for
Vocational Education
State Office Building
900 East Boulevard Avenue
Bismarck, North Dakota 58501

Mr. William E. Schultz
State Supervisor, Technical and
Postsecondary Education
State Department of Education
Heroes Memorial Building
Carson City, Nevada 89701

Dr. C. V. Siegner, Dean
School of Applied Arts/Tech.
Peru State College
Peru, Nebraska 68421

Mr. Martin D. Singkofer
Curriculum Specialist (EPDA Intern)
Communications & Media Career
Education "Cluster" Curriculum
Project
3270 Market Street, N.E.
Salem, Oregon 97301

Mr. George R. Smith
Departmental Representative
The Emily Griffith Opportunity
School
1250 Welton Street
Denver, Colorado 80204

Mr. Richard C. Spivey, Jr.
Education Program Director
Instructional Laboratory
North Carolina Department of
Community Colleges
Education Building
Raleigh, North Carolina 27602

Dr. Robert E. Sprecher, Head
Department of Vocational
Teacher Education
University of Idaho
College of Education
Moscow, Idaho 83843

Dr. Lucille T. Stoddard
Chairman, Business Division
Utah Technical College at Provo
1395 North 150 East
Provo, Utah 84601

Mr. William E. Trabert
Chairman, Nevada Career
Education Task Force
Supervisor, Business & Office
Occupations Education
Nevada Department of Education
Heroes Memorial Building
Carson City, Nevada 89701

Mr. Byron R. Vanier
Administrator, Special
Vocational Programs
Nebraska Department of Ed.
233 South 10th Street
Lincoln, Nebraska 68508

Dr. Beverly Wheeler
Consultant in Career Education
State Department
1617 East Apache Blvd., #62
Tempe, Arizona 85281

Mr. Albert P. Wood
Specialist II (Vocational
Curriculum Specialist)
School District of Kansas City
1215 E. Truman Road
Kansas City, Missouri 64106

Dr. Lawrence E. H. Zane
Associate Professor
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822

Dr. Richard Arnold Zimpel
Assistant Supervisor
Trade and Industry
State Board for Community
  Colleges & Occupational Education
1525 Sherman Street
207 State Services Building
Denver, Colorado 80203

Mr. Gilbert E. Zuerlein
Program Specialist
Coordinating Council for
  Occupational Education
216 Old Capitol Building
Olympia, Washington 98504

OFFICE MEMO

Date: September 26, 1972

TO: Participants of Fort Collins Training Institute for Curriculum Personnel Development

FROM: Dr. Ivan E. Valentine and Dr. Milton E. Larson, Co-Directors, Colorado State University

SUBJECT: General Information Sheet Number 1.

To facilitate your planning relative to attending the Fort Collins Institute the following information will provide you with guidelines relative to details to consider as you complete your schedule. If you have specific questions or problems contact one of the Institute Co-Directors.

1. Registration and Orientation for the Institute will be from 9:30 to 11:30 a.m. on Monday, October 23, 1972 in the lobby of the Student Center. The formal program will start at 1:00 p.m. on Monday, October 23, 1972.

2. Your plans for departure from Fort Collins should be developed around the scheduled closing of the Institute on Friday, October 27, 1972 at 2:00 p.m.

3. Plans have been made to provide participants with travel checks on Friday, October 27, 1972 at 2:00 p.m.

4. Participants selecting the "Live In Package" (Option A) for Fort Collins Institute will not receive a subsistence check. The $75.00 will be paid directly to Colorado State University Conference Services.

   Option A - Live-in package. Includes Institute registration, coffee breaks, lunches, banquet, lodging, transportation to and from the airport, etc. Where long distance travel is involved, the sponsor will reimburse for the air tourist round trip fare (or equivalent) to the Institute location.

5. For participants selecting the "Commuter Package" (Option B) it is planned to have a check for $45.00 available at 2:00 p.m., Friday, October 27, 1972.

   Option B - Commuter package. Includes Institute registration, coffee breaks, lunches, banquet, etc. PLUS reimbursement for commuter travel of $45.00 maximum.

6. For those few participants who have arranged to bring their spouse, the charge for the live-in package will be the same as for the participant. This charge must be paid at the time of registration. Checks should be made out to Colorado State University Conference Services for $75.00. This package for your spouse will cover all living expenses and meals including banquet and transportation from Stapleton Airport (Denver) to Colorado State University and return.

7. Employees of the Federal Government are not eligible for reimbursement for either travel or subsistence, therefore, they should make financial arrangements from appropriate agency for travel and subsistence. Payment of subsistence will be paid at the time of registration. Travel from Stapleton Airport (Denver) to Colorado State University and return will be provided for these individuals at no cost, providing they use transportation provided by Colorado State University Conference Services.

8. Participants desiring college credit for the institute should:

   a. Participate in all institute activities.

   b. Write a professional paper on a subject related to one of the program topics. This paper should be submitted to one of the Co-Directors within six weeks after completing the institute; the participant will need to complete a Special Registration Form from Colorado State University to receive credit and this should be sent along with the completed paper.

   c. A highly desirable subject for the professional paper might be a proposed plan for:

      1. Expanded or Improved Plans for Curricula Development in Vocational or Career Education.
      2. A Plan for Infusing Vocation and General Education as a Part of Career Education.

    d. Participants having questions relative to securing graduate or under-graduate credit should be finalized prior to leaving the Institute. You will note that the program provides time on Friday, October 27, 1972 from 2:00 to 3:00 p.m. to accomplish this activity for those desiring college credit.

9. Participants arriving by air at Stapleton (Denver) will contact the representative from Colorado State University stationed in the baggage claim area for travel arrangements to Fort Collins. If the representative is not in the area, please page. Participants arriving early will need to utilize public transportation (by bus - rent-a-car) at their own expense. All participants should schedule arrival at Stapleton on Monday before 10:00 a.m., October 23, 1972 if possible; if this is not possible plan to arrive late Sunday afternoon, October 22, 1972. If you have special problems meeting the above schedule please contact an institute Co-Director prior to the Institute.

10. Participants should plan a departure schedule from Stapleton (Denver) on Friday, October 27, 1972 after 5:00 p.m. Transportation will be provided from Colorado State University, Fort Collins to Stapleton. Due to the institute activities please do not ask to leave early.

11. Participants should bring appropriate clothing to meet the challenge of our ever changing weather conditions at this time of the year. May the "Weather Gods" be kind!

IEV/ild

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

FORT COLLINS, COLORADO

GROUP LEADERS

Group A - Mr. John Lacey
Program Officer, OE/AVTE
Federal Office Building
19th and Stout Street
Denver, Colorado 80202

Group B - Dean M. Prochaska
Director
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Group C - Dr. Hazel Crain
Coordinator of Vocational-Technical Education
University of Nebraska
44C Henzlik Hall
Lincoln, Nebraska 68508

Group D - Albert P. Wood
Specialist II (Vocational Curriculum Specialist)
School District of Kansas City
1215 E. Truman Road
Kansas City, Missouri 64106

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

FORT COLLINS, COLORADO

October 23-27, 1972

Group Leader Duties and Responsibilities

1. Orient the group to objectives of each session. Prepare the group for accomplishing the specific assigned tasks.
2. Read: Introduction (read these to the group and be prepared to answer specific questions from members of the group prior to starting the session).

   Purpose

   Expectations

   Specific tasks
3. Appoint or elect a group recording secretary.
4. Instruct the secretary to provide a copy of material generated by the group to one of the Institute Co-Directors at the end of each session.
5. Provide the required leadership and direction to gain maximum input from all members of the group.
6. Direct the activities of the group to keep them on target to accomplish assigned tasks.
7. Develop a plan of action to utilize special talents of members of the group.
8. Utilize chalkboard or flip charts to record specific input from the group.
9. Take a visual roll to account for members assigned to your group. (Do not call their names — each participant will have a name plate).
10. Start and adjourn on time.
11. Inform institute Co-Director, host or hostess, relative to any special resource material required for your session.

12. Provide Institute Co-Directors with written feedback information relative to input from participants or yourself relative to problems encountered in the conduct of group session. Identify ideas for improving future sessions.

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO

GROUP - A

JOHN LACEY - GROUP LEADER

Anderson, Rodney E.
Bondo, Paul Michael
Butts, Richard
Darnell, Bill H.
Frederick, Donald W.
Gerding, Mildred F.
Hanson, Jean
Hoppes, W. J.
Hugi, Myrna G.
Knight, Grady
Little, Ralph
Manion, Thomas O.
McMurtry, Dr. Ray
Miller, Dr. James A.
Osborn, Dr. Jim
Robertson, Jack E.
Stoddard, Dr. Lucille T.
Wheeler, Dr. Beverly
Zimpel, Dr. Richard Arnold

GROUP - B

DEAN M. PROCHASKA - GROUP LEADER

Black, Dr. Fred P.
Brown, Dr. Dan
Caserta, John A.
Edmunds, Dr. Niel A.
Edsall, Dr. Alan
Foust, Dr. W. Lee
Gramberg, Dr. Merlyn L.
Hunt, Myrtle E.
Kosbab, George
Lawrence, John A.
Lloyd, Gary M.
Madson, John H.
Mitchell, Dr. Richard J.
Notgrass, Troy
Polette, Dr. Douglas L.
Rocheleau, Larrae
Sayler, Genealow
Singkofer, Martin D.
Sprecher, Dr. Robert E.
Zane, Dr. Lawrence E. H.

GROUP - C

DR. HAZEL CRAIN - GROUP LEADER

Anderson, Harold S.
Bailey, Philip T.
Bockman, David
Brauer, Gilbert
Carlson, Hugo
Cowley, Cleve E.
Cushing, Dr. Nelson N.
Fitz, W. H.
Harris, Clinton L.
Hudson, Coy L.
Johnson, Dr. Hildegarde
Johnson, J. Bates
Loveless, Dr. Austin G.
Mendenhall, Elton B.
Munford, E. Lyman
Murphy, Dr. Patricia D.
Peck, Robert M.
Schultz, William
Spivey, Richard D.
Vanier, Byron R.

GROUP - D

ALBERT P. WOOD - GROUP LEADER

Bland, Dr. David H.
Brown, Dorothy I.
Bullock, Mike
Garbett, Harold D.
Halter, Al
Lathum, C. Janet
Legge, Otto P.
Lemoi, Edmond J.
Levendowski, J. C.
Ludlow, Dr. Jerry
May, Paul E.
Neasham, Dr. Ernest R.
Okano, Keiji G.
Parks, Beverly
Phillips, Murry O.
Rowles, Richard W.
Siegner, Dr. C. V.
Smith, George R.
Trabert, William E.
Zuerlein, Gilbert E.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION I

(Tuesday - 1:00 - 2:45 p.m.)

CURRICULUM DESIGN

Introduction: Effectiveness of schools is limited by curriculum planning and design. In turn, the effectiveness is dependent to a great extent on the competency of individuals preparing the curricula. Group activity of this session can assist each participant to further identify newly introduced concepts and relate them to curriculum planning strategies.

Purposes: Participation in this group activity is designed to enable individuals:

1. To gain skills for making valid curriculum content decisions
2. To develop priorities for implementing desired objectives
3. To explore and determine alternatives to problems and issues for curriculum development.

Expectations: Given specific tasks for identifying procedures for establishing valid curriculum, participants will prepare a list of essential steps to construction of curricula, evaluation, and specify acceptable alternatives.

Specific Tasks:

1. Identify and list valid approaches to determine the curriculum content for both vocational and career education.
2. Determine and list essential elements to be considered in building hierarchies of objectives (performance goals and/or behavioral objectives).
3. Develop and list criteria for evaluating objectives.
4. Identify and list the problems relative to development of objectives and curricula.
5. Suggest solutions to the problems identified above. (Summarize in writing the recommended solutions).
6. Other elements relative to the construction of curricula.

Group Assignments - Student Center Rooms

Group A - Room 207
Group B - Room 209
Group C - Room 202
Group D - Room 204

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION II
(Wednesday - 10:15 - 11:30 a.m.)

ACCOUNTABILITY

Introduction: Accountability of effective programs is a necessary ingredient for continuing financial support and self-appraisal. However, specific measurement often remains elusive. This session will focus on many concepts to assist participants to identify new approaches applicable in certain situations.

Purposes: This session will provide participants more opportunity to:

1. Explore current issues and problems related to accountability in vocational education.
2. Discuss procedures for relating performance goals to accountability.

Expectations: After discussing issues, problems, and alternatives, the group will provide guidelines (to others similarly situated) for implementing more effective accountability approaches in vocational education.

Specific Tasks:

1. Identify and list issues and problems in accountability.
2. Identify and list methods and techniques for assessing accountability.
3. Other considerations important to accountability.

Group Assignments - Student Center Rooms

Group A - Room 206
Group B - Room 208
Group C - Room 210
Group D - Room 212

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III
(Wednesday - 3:15 - 4:30 p.m.)

CURRICULUM DECISIONS RELATIVE TO CAREER EDUCATION

Introduction: This session concentrates on the "brainstorming" technique for gaining new and specific approaches to the problem considered. Please read Osborn's Rules for Brainstorm Sessions and Killer Phrases (attached) before beginning the activities listed below.

Career education has its early roots with efforts to embody vocational education into general education. Effort is now directed at all levels to assist greater student occupational exploration. Thus, the need is great for specific procedures to infuse career education concepts into both general education and vocational education.

Purposes: This session will permit the sharing of concepts, issues, problems, and implementation procedures that curriculum decision makers must consider relative to career education.

Expectations: Given a review and discussion of current thinking about curriculum decisions as it relates to career education, participants will prepare a list of specific elements of the problem.

Specific Tasks:

1. Identify and list the specific curriculum problems for infusing career education into general education; into vocational education.
2. Determine and list strategies for planning career education curricula for each of the various grade levels (consider social, economic, political and civic implications).

(SEE ATTACHED ACTIVITY SHEET)

Group Assignments - Student Center Rooms

Group A - 202
Group B - 204
Group C - 224
Group D - 226

Reprint from
"Printer's Ink", December 2, 1955
Charles H. Clark, Assistant to the
Manager of Training,
Ethyl Corporation

KILLER PHRASES

This list was developed at a "Brainstorming Workshop" for the National Society of Sales Training Executives. If you don't want good ideas to curl up and die, put these killer phrases on your black list -- and keep them there!

Note: How many times have you heard these phrases?

It's not in the budget
Who thought of that?
I can't give you the money to go ahead
Everybody does it this way
Not timely
Too hard to administer
It's not progressive
Too theoretical
Production won't accept it
Personnel aren't ready for this
Won't work in my territory
Customers won't stand for it
The new men won't understand
The old men won't use it
Doesn't conform to our policy
We don't have the manpower
Takes too much time (work)
Don't move too fast
Has anyone else ever tried it?
We have too many projects now
Let's make a market research test first
Here we go again
Let's form a committee
Won't work in our territory
What do they do in our competitor's plant?
Where does the money come from?
Costs too much
Too big (or too small) for us
Too academic
It's a gimmick
Not profitable
You'll never sell that to management
Stretches imagination too much
They'll think we're long-haired
Engineering can't do it
Why something new now? Our sales are still going up
Let's wait and see
Too much trouble to get started
Too hard to sell
It's never been done before -- why stick our necks out?
We don't want to do this now
Factory can't follow up
Not enough background
The union will scream
That's too ivory tower
Let's put it in writing
I don't see the connection
What you are really saying is. . .
Let's sleep on it

OSBORN RULES FOR BRAINSTORM SESSIONS

1. Criticism is ruled out:

   Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid. Criticism is reserved for a later "screening" session.

2. The wilder the ideas, the better:

   Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:

   The greater the number of ideas, the better likelihood of winners.

4. Combination and improvement are sought:

   Improvements by others on an idea give better ideas. Combining ideas leads to more and better ideas.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III

INSTRUCTIONS: In light of the specific tasks mentioned on the preceding page, consider the grouping below for identifying the specific elements of the problem. List your own ideas below for later input to the group. (Use approximately one third of the allotted time for each of the areas).

Positive Factors (All of the reasons why)	Major Problems (Roadblocks to Implementation)	Strategies for Implementation
1. More relevant content. 2. Greater articulation among occupational clusters. 3. Earlier job orientation.	1. Attitudes. 2. Financial resources. 3. Parental awareness.	1. More utilization of community resources. 2. Extensive public-relation program. 3. In-service and pre-service education.

GROUP ACTIVITY SESSION IV
(Thursday - 3:15 - 4:30 p.m.)

RELATING AND VALIDATING CURRICULA

Introduction:	Relating and evaluating curricula according to program objectives remains a constant challenge to educators. What is the role of administrators? Staff? What general and specific procedures are most important? Least important? How are these procedures determined? This session will consider how these answers may be obtained.
Purposes:	This group activity is designed to permit participants an opportunity to explore problems and issues confronting those responsible for developing and validating curriculum and materials.
Expectations:	Given an opportunity to discuss issues and problems surrounding curriculum development, participants will list specific procedures for upgrading staffs and materials and list evaluative criteria.
Specific Tasks:	1. Identify and list the problems and issues in improving staff capabilities in curriculum development. 2. Determine and list strategies for improving curriculum materials. 3. Determine and list alternative techniques for evaluating curricula. 4. Establish criteria for evaluating curricula. 5. Other.

Group Assignments - Student Center Rooms

Group A - Room 220
Group B - Room 222
Group C - Room 208
Group D - Room 212

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION V
(Friday - 8:30 - 9:45 a.m.)

ROLE AND FUNCTION OF CURRICULUM LEADERSHIP IN CAREER AND VOCATIONAL EDUCATION

Introduction: The function of leadership is crucial to curriculum planning. Its importance is reemphasized as career education concepts emerge. Each individual and the organization of which he is a part has a role in formulating and implementing decisions which might affect curriculum development at all levels.

Purpose: To explore through group discussion the future leadership role and function of a specific organization as it relates to curriculum development for career and vocational education.

Expectations: Given an opportunity to discuss the role and function of a specific organization toward curriculum development, participants will prepare a list and report on the future implications, issues, and problems confronting that organization (as the participants view them) in fulfilling the total leadership concept.

Specific Groupings and Topics: Below are the specific organizations to be considered. Suggested topics are numbered and intended to assist discussion, but not to be all inclusive.

State Departments
1. Problems and issues.
2. Major responsibilities in relation to curriculum laboratories.
3. Role of State Department in relation to local institutions.

Curriculum Laboratories
1. Responsibilities toward other agencies and institutions.
2. Problems and issues concerning input sources.

Teacher Educators
1. Future role in career and vocational education.
2. Academic and non-vocational concerns.
3. Coordination of educators and curriculum laboratories.

Local Institutions

1. Problems and issues at the local level.
2. Relationship of local institutions to teacher education.
3. Curriculum leadership at the local level.

National and Regional Offices - U.S. Office of Education

1. Responsibilities to state and local groups.
2. Role as related to curriculum laboratories.
3. Problems and issues for career and vocational education.

Group Assignments - Student Center Rooms

Group A - Room 206
Group B - Room 208
Group C - Room 210
Group D - Room 212

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

FORT COLLINS, COLORADO

Daily Assessors - 15 minutes at the close of each day. . .4:30 p.m.

Monday, October 23, 1972

Participant No.

1 Anderson, Harold S., Olympia, Washington

21 Frederick, Donald W., Wells, Minnesota

41 Levendowski, J. C., Lakewood, CO

61 Peck, Robert M., Anchorage, Alaska

71 Sizemore, Paul L., Cheyenne, Wyoming

Tuesday, October 24, 1972

Participant No.

14 Crain, Hazel, Lincoln, NB

34 Johnson, J. Bates, USOE, Washington, D.C.

44 Loveless, Austin, Logan, Utah

54 Munford, E. Lyman, Cedar City, Utah

74 Sprecher, Robert E., Moscow, Idaho

Wednesday, October 25, 1972

Participant No.

2 Anderson, Rodney E., Denver, Colorado

22 Garbett, Harold D., Pocatello, Idaho

42 Little, Ralph, Salem, Oregon

52 Miller, James A., Kearney, Nebraska

72 Smith, George R., Denver, Colorado

Thursday, October 26, 1972

Participant No.

6 Bondo, Paul M., Corvallis, Oregon

26 Halter, Al, Salem, Oregon

36 Kosbab, George, Columbus, Ohio

46 Madson, John H., Carson City, Nevada

66 Rocheleau, Larrae, Hardin, Montana

To provide immediate feedback from institute participants, a daily assessment by institute participants will provide Co-Directors with the necessary data and information for the change process for Institute improvement.

The random selected participants will meet for 15 minutes on the specified date and time with Institute Co-Directors. The following three basic questions will be asked of the group assessing the day's activities, consultants, group session, etc.

a. In your opinion, what were the strong points of the day's activities?
b. In your opinion, where were the less desirable activities for the day's session?

c. What changes should be made to improve tomorrow's activities?

The responses from participants to the above questions will be recorded and reviewed by Institute Co-Directors to determine the effectiveness of the day's activities. Participant comments will serve as sounding boards for the Institute staff to determine alternative strategies for improving participant satisfaction with the content and conduct of the institute.

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT
FORT COLLINS INSTITUTE

SUMMARY OF PARTICIPANTS' COMMENTS ABOUT DAILY ACTIVITIES

MONDAY'S ASSESSMENT

1. Introduction to the daily session too long.
2. Lead off speaker was very dynamic.
3. Speakers are broad and comprehensive in explaining important topics.
4. Audience should have opportunity to ask questions. One method would be, use question cards submitted by audience for speaker to reply to.
5. Speaker should make list of source references available to the audience.
6. Participants should have chance to react in small groups directly with the speaker or consultant about concerns presented by the speakers.

TUESDAY'S ASSESSMENT

1. Good organization of speakers related to group activity topics.
2. Good reference and hand-out material given by speakers.
3. Group interaction is strong point of the day, with further breakup into small subgroups particularly good.
4. Groups need more time to orient as to their individual roles and to define terms used in the discussions.
5. Allow groups more freedom as to specified tasks.
6. Speakers less dynamic then previous day.
7. Group leaders should be firmer in leading discussion in order to keep it going in the right direction.
8. Sessions should be more closely "tied-in" with Mr. Lewis' talk.
9. Not adequate time in group sessions to complete tasks.
10. Question #1 (Specific Task #1) of today's group session was too broad and inclusive for group to accomplish much today on answers for this question.

WEDNESDAY'S ASSESSMENT

Worthwhile activities:

1. Excellent presentations today.
2. Brainstorming session was excellent and brought out many points.
3. Group membership should be changed.
4. The speaker's articulated well some basic concerns of the group.
5. One consultant assisted one of the small groups in gaining further insight into the problems discussed.

Less Desirable Activities:

1. Brainstorming session should have come in the morning.
2. Speakers' talked too long. Time available in group sessions was too short to complete the assigned tasks.
3. Information and concepts are being presented too rapidly for participants to digest properly.

Suggested Improvements:

1. Speakers should emphasize practical procedures for implementing specific problems.
2. Group membership should be shuffled.
3. Closer coordinations between topics in group sessions and speakers.
4. Should have that material generated in group sessions available to all participants while still at the Institute.
5. Special interest groups should have opportunity to meet to discuss common problems of their own choosing.
6. Better identifications of participants on the name tags.

THURSDAY'S ASSESSMENT

Worthwhile Activities:

1. Group sessions very good.
2. Presentations continue to be excellent.
3. Suggestions today are very practical and effective.
4. Group sessions are becoming more productive. People are now more free to speak and better acquainted.

Less Desirable Activities:

1. Speakers should be individuals with actual experience working in career education programs.
2. Speakers should draw more upon their own experiences instead of reference material.
3. Some of the material presented was at too high a level for the audience to grasp.
4. Need strong group leaders to keep the discussion going in the right direction. Group leader should be non-participant, have expertise in subject area considered, and be aware of the objectives to be accomplished.
5. Allow discussion period between those presentations made by the same person.

Suggested Improvements:

1. More practicality needed for the type of group here assembled since they are mostly practioners.
2. Would like more developed materials for viewing and comparison.
3. Speaker should be limited to one hour of formal remarks, then time alloted for a question and answer period.
4. Conference was too instructor oriented. Should have more group discussions. Feels that concepts presented were not enough student centered and lacked specific tried applications.
5. Consultants should assist more in the group sessions.
6. Group sessions should be longer to cover the assigned tasks.
7. A wider range of topics could be presented simultaneously thus permitting a greater choice for the participants rather than being locked into only one presentation.
8. Use multi-media or reference material close at hand so that further study could be done immediately after the subject is presented by the consultant.
9. Speakers should draw more upon their own experiences rather than upon reference materials.

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Colorado State University, October 23-27, 1972.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire institute.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
Acceptance of Institute

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Colorado State University, October 23-27, 1972.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire institute.

In accordance with policies established, your reimbursement for travel will be limited to $150 since you are requesting to attend an institute outside of your region. Undoubtedly your employer will be willing to absorb the difference between the total travel cost and the amount of reimbursement.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
  Acceptance of Institute

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

ACCEPTANCE OF INSTITUTE INVITATION AT FORT COLLINS

I accept the invitation to attend the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Colorado State University, October 23-27, 1972.

Signed:____

Street Address:__________________________________

State:____________________ Zip Code:____________

Home Telephone No.__________ Office Telephone No._______

1. Travel (Complete a or b and c)
   a. I plan to arrive at Stapleton Airport, Denver, via Flight No.____ carrier_____ on (date)______________ at (time) ______________________________.

   b. I plan to drive, arriving approximately ______________ (date & time)

   c. I would like a representative of CSU to meet me at the Stapleton Airport (in baggage claim area) and take me to Ft. Collins. Yes_____ No____

2. Lodging (Check appropriate option)
   Participant must select Option A or B.

   _____ Option A - Live-in package. Includes institute registration, coffee breaks, lunches, banquet, lodging, transportation to and from the airport, etc. Where long distance travel is involved, the sponsor will reimburse for the air tourist round trip fare (or equivalent) to the institute location.

_____ Option B - Commuter package. Includes institute registration, coffee breaks, lunches, banquet, etc. PLUS reimbursement for commuter travel of $45 maximum.

3. Comments:

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

I know you are waiting with much interest to hear the decision relative to selection for the Institute for Curriculum Personnel Development. While we have made the initial selection, there are very likely to be some cancellations prior to the institute.

The excellence of your background and qualifications, have promoted us to hold your application among those selected for alternate should cancellations occur. Would you be available on short notice to attend the institute?

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

ACCEPTANCE AS ALTERNATE

FORT COLLINS

I accept the invitation as an alternate for the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Colorado State University, October 23-27, 1972.

Signed:____

Street Address:___________________________________

State:__________________________ Zip Code__________

Home Telephone No.______________ Office Telephone No.______

Comments or questions:

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

October 5, 1972

PARTICIPANTS
FORT COLLINS INSTITUTE

Time is rapidly approaching for the Institute in Fort Collins---TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT. Participants are invited to bring sample curriculums, career education material and other related material that would be helpful as resource material. Plans call for establishing a participant resource center to exchange materials, ideas and concepts relative to curriculum development activities.

Enclosed is a copy of the program for the Institute at Fort Collins and a general information sheet. After receiving the general information sheet, if you must adjust your travel schedule, please advise me of your revised arrival time in Denver.

Sincerely yours,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ild

Enclosures:
  Program for the Institute
  Office Memo to Participants

Return to;

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

FORT COLLINS, COLORADO
OCTOBER 23-27, 1972

REVISED TRAVEL FORM--FORT COLLINS INSTITUTE

If you can revise your travel schedule to better conform to the Institute schedule as indicated in Items #1 and #10 of the attached OFFICE MEMO, please send me your revised schedule as soon as possible so that we can better serve your needs as you arrive and avoid an excessive period of waiting prior to the institute.

1. Travel (Complete a or b and c)
   a. I plan to arrive at Stapleton Airport, Denver, via Flight No._______ carrier__________ on (date)________ at (time)________________________.

   b. I plan to drive, arriving approximately ____ (date and time)

   c. I would like a representative of CSU to meet me at the Stapleton Airport (in baggage claim area) and take me to Ft. Collins. Yes_____ No_____

2. Comments:

Signed:____

Street Address:____

City:______________________ State:________________ Zip Code:_____________

Home Telephone No.:_______________ Office Telephone No.:__________

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

October 13, 1972

Dear

Due to the limited numbers of individuals which we can invite to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Fort Collins, October 23-27, I regret that we have not been able to extend to you such an invitation. To this point very few of the original selectees have indicated that they cannot attend; therefore, only a few alternates have been invited. As openings occur we will call individuals on our alternate list.

The initial selection of participants for the Washington Institute has been made. Soon the selection for the institute at Auburn, Alabama, will also be made. If vacancies should occur at one of the other institutes, we will be happy to give further consideration to your application if you so desire.

Thank you for your interest in our Institute for Curriculum Personnel Development.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

TRAINING INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

COLORADO STATE UNIVERSITY	DR. MILTON E. LARSON
DEPARTMENT OF VOCATIONAL EDUCATION	DR. IVAN E. VALENTINE
FORT COLLINS, COLORADO	CO-DIRECTORS

REIMBURSEMENT JUSTIFICATION FOR PARTICIPANTS TRAVELING BY CAR

In order to provide reimbursement equivalent to the cost of a ticket by air tourist, please complete the following form. THIS FORM IS ONLY FOR THOSE WHO TRAVELED BY AUTOMOBILE. Participants selecting the commuter package should not complete this form.

EQUIVALENT AIR-FARE TOURIST INFORMATION:

Cost of air tourist from (nearest airport)________________________

to ______________________________________ and return is $_________.

If air service is not available please compute the mileage from departure point to the institute and return.

Mileage from (city)____________________ to destination (city)____

__________________ total miles (round trip)____________________.

I request travel reimbursement in accordance with the above:

Name____

(Print - Last Name) First Name Middle Name or Initial

Address____

Signed______________________________

Date________________________________

INSTITUTE REGISTRATION FORM

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

NAME ____

HOME ADDRESS ____

REPRESENTING ____

CHECK ONE - INVITED PARTICIPANT ___ GUEST FOR A DAY ___

IF INVITED PARTICIPANT, COMPLETE BELOW

INSTITUTE LODGING AT ______________________________ NO ________

DATE OF ARRIVAL ____

DATE OF DEPARTURE __________________________ TIME __________

IF AIRLINE: Name of Carrier ______________________ Flight Number __________

INSTITUTE LOCATION ____

Note: If you have curriculum materials to display or exchange, please contact one of the Institute Hosts.

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

October 30, 1972

Dear

I would like to take this opportunity to thank you for serving as a group leader in the Training Institute for Curriculum Personnel Development held in Fort Collins last week. I heard many fine comments about your leadership in making the group session a profitable experience for participants. We all realize that serving as group leaders may seem to be a thankless task, but through your extra efforts these sessions were productive.

Thanks again for your contributions and best wishes for continued success.

Sincerely yours,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

October 16, 1972

Dear

I would like to thank you for serving as a group leader in the Fort Collins Institute for Curriculum Personnel Development. Enclosed are the general instructions for group leaders. Please review these and acquaint yourself with the specific group activities and your responsibilities for serving as group leader.

Present plans call for having lunch on Monday, October 23, 1972 to work out the final details. I will meet with the four group leaders at 11:30 a.m. at the registration desk in the Student Center and we will have lunch in the "Rambouillet Room" in the Student Center.

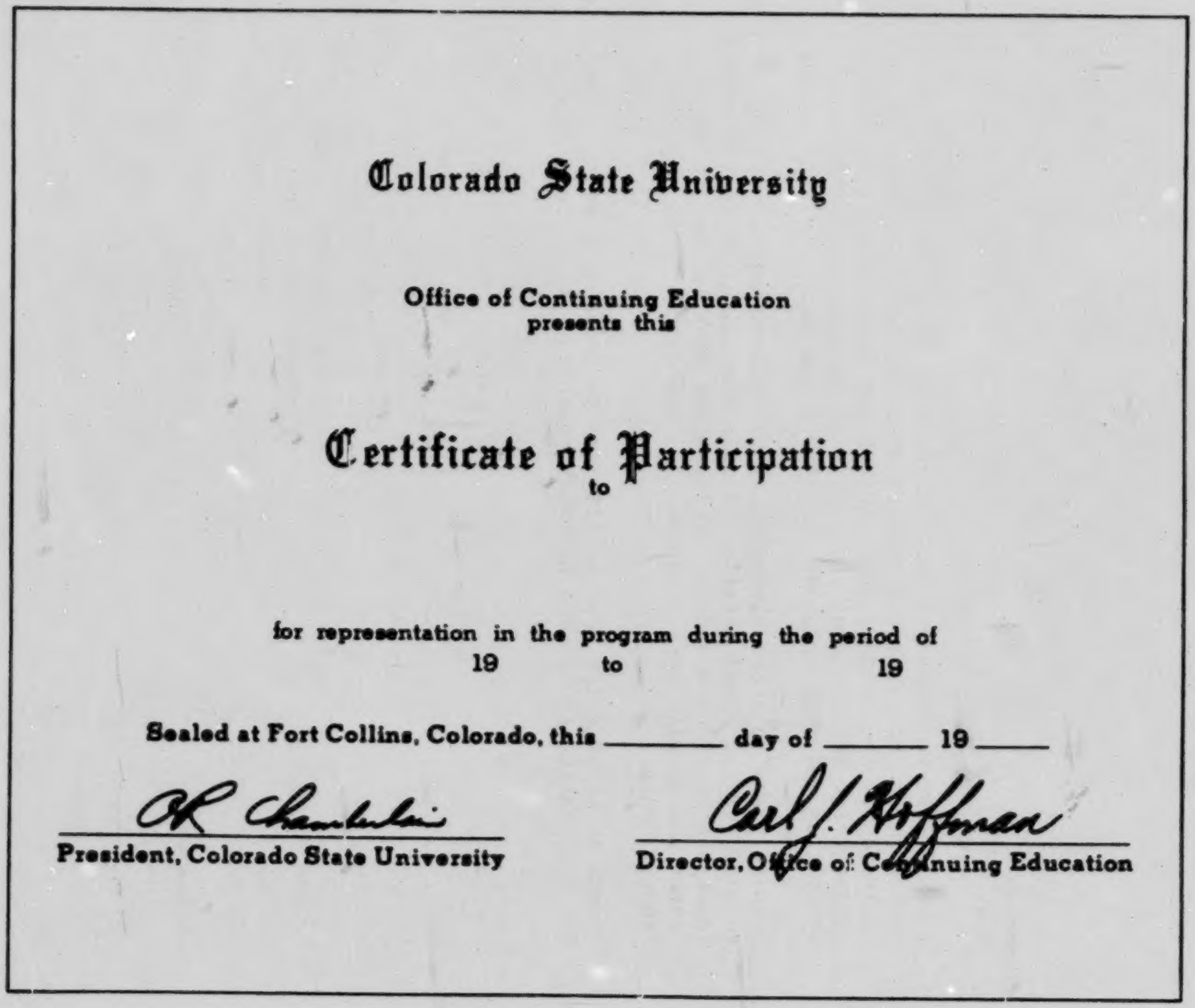
Thanks in advance for your willingness to serve as a group leader for the Institute. If you have any questions please feel free to call me.

Sincerely yours,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

enclosure



Colorado State University

Office of Continuing Education
presents this

Certificate of Participation

to

for representation in the program during the period of
19 to 19

Sealed at Fort Collins, Colorado, this ________ day of ________ 19 ____

A R Chamberlain
President, Colorado State University

Carl J. Hoffman
Director, Office of Continuing Education

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

WASHINGTON, D.C. REGION 2
EXECUTIVE HOUSE
1515 RHODE ISLAND AVENUE, N.W.

PROGRAM

November 13-17, 1972

Sponsored by the

Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Institute Co-Director -- Dr. Milton E. Larson
Institute Co-Director -- Dr. Ivan E. Valentine

This Institute is supported by a grant from the Office of Education of the Department of Health, Education and Welfare

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Registration in Lobby - Second Floor, Executive House
9:30 - 11:30, Monday, November 13, 1972

Monday
November 13

9:30	Registration	Lobby, Second Floor, Executive House
11:30	Lunch (All meals, except banquet by own arrangements)	
1:00	Welcome	*North and South Panel Rooms, Executive House
	Remarks	Mr. Michael Russo Acting Director Office of the Director Division of Vocational and Technical Education Washington, D.C.
1:30	Institute Overview	Mr. Bill Berndt Program Specialist, Curriculum Center for Occupational and Adult Education U.S. Office of Education Washington, D.C.
1:45	General Overview of Curriculum Development for Vocational and Career Education. (Needs, trends, directions, etc.)	Dr. Edwin Kurth Professor of Vocational Education Auburn University Auburn, Alabama
3:00	Coffee Break	
3:30	Analyzing Occupations with Implications for Learning	Mr. Leon Lewis U. S. Employment Service Washington, D.C.
	Dinner Break	

* All general sessions will be held in the North and South Panel Rooms except the banquet.

8:00	Evening Session	
	Introductory Comments	Dr. Milton E. Larson Professor of Vocational Ed. Colorado State University Fort Collins, Colorado
	Keynote Presentation: Curriculum Development and Career Education	Dr. Elizabeth Simpson, Director National Curriculum Center for Occupational Education U.S. Office of Education Washington, D.C.

Tuesday
November 14

8:30	Approaches to Curriculum Design	Dr. Patrick Weagraff Coordinator Curriculum Laboratory California State Department of Education Program Planning Unit Sacramento, California
9:45	Coffee Break	
10:15	Developing Hierarchies of Objectives	Dr. Patrick Weagraff
11:30	Lunch	
1:00	Group Session I	
	Curriculum Design	
	Group A	North Panel Room
	Group B	South Panel Room
	Group C	Room 221
	Group D	Commodore Suite
2:45	Coffee Break	
3:15	Problems and Issues Identified with Development of Curriculum for Innercity Youth and Adult	Dr. Cleveland Dennard President Washington Technical Institute Washington, D.C.
	Dinner Break	

Wednesday
November 15

8:30	How to Relate Performance Goals to Accountability	Dr. Robert Stake, Professor University of Illinois Urbana, Illinois
9:45	Coffee Break	
10:15	Group Session II Accountability	
	Group A	North Panel Room
	Group B	South Panel Room
	Group C	Room 221
	Group D	Commodore Suite
11:30	Lunch	
1:00	Social Aspects and Considerations of Career Education	Dr. Sunny Hansen, Professor University of Minnesota Minneapolis, Minnesota
2:45	Coffee Break	
3:15	Group Session III Curriculum Decisions Related to Career Education	
	Group A	North Panel Room
	Group B	South Panel Room
	Group C	Room 221
	Group D	Commodore Suite
	Dinner Break	
8:00	Value Basis for Curriculum Decisions (political, social economic and civic implications)	Dr. Jack Willers Professor of Philosophy of Education George Peabody College Nashville, Tennessee

Thursday
November 16

8:30	Validation of Vocational Education Curriculum	Dr. Jim Wall Director, Curriculum Lab Mississippi State University State College, Mississippi

9:45	Coffee Break	
10:15	Adapting Curriculum to Local Needs (and Sources of Curriculum Materials)	Dr. Jim Wall
11:30	Lunch	
1:00	Development of Professional Staff in Curriculum Functions	Mr. Frank Wimer Director of Planning, Budgeting, and Research State Coordinating Council for Vocational and Technical Education Olympia, Washington
2:45	Coffee Break	
3:15	Group Session IV Relating and Validating Curricula	
	Group A	North Panel Room
	Group B	South Panel Room
	Group C	Room 221
	Group D	Commodore Suite
	Dinner Break	

Friday
November 17

8:30	Group Session V Curriculum Leadership Role and Function with Implications for Career and Vocational Education	
	Group A	North Panel Room
	Group B	South Panel Room
	Group C	Room 221
	Group D	Commodore Suite
9:45	Coffee Break	
10:00	Reports of Secretaries of groups A - D	North and South Panel Rooms

10:50	Curriculum Planning	Dr. Henry J. Hermanowicz Dean of College of Education Illinois State University Normal, Illinois
11:45	Participant assessment and administrative details	
12:30	Banquet	Room 1515
	Remarks and Introduction	Miss Mary V. Marks Teacher and Leadership Ed. Office of the Associate Commissioner BAVTE, Washington, D.C.
	Federal Prespectives on R & D in Vocational Education	Dr. Howard F. Hjelm Bureau of Adult, Vocational and Technical Education U. S. Office of Education Washington, D.C.
2:00	Counseling with participants taking institute for credit	
3:00	Adjourn	

COLORADO STATE UNIVERSITY
INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

November 13-17, 1972

CONSULTANTS AND RESOURCE PERSONNEL

Mr. Bill Berndt
Program Specialist, Curriculum
Center for Occupational and
Adult Education
U. S. Office of Education
Washington, D.C. 20202

Dr. Cleveland Dennard, President
Washington Technical Institute
Washington, D.C. 20202

Dr. Sunny Hansen, Professor
University of Minnesota
Minneapolis, Minnesota 55455

Dr. Henry J. Hermanowicz
Dean of College of Education
Illinois State University
Normal, Illinois 61761

Dr. Howard F. Hjelm
Bureau of Adult, Vocational and
Technical Education
U.S. Office of Education
Washington, D.C. 20202

Dr. Ed Kurth
Professor of Vocational Education
Department of Vocational Adult
Education
Auburn University
Auburn, Alabama 36830

Mr. Leon Lewis
U.S. Employment Service
U.S. Department of Labor
Washington, D.C. 20202

Miss Mary V. Marks
Teacher and Leadership Education
Office of the Associate
Commissioner
BAVTE, Washington, D.C. 20202

Mr. Michael Russo
Acting Director
Office of the Director
Division of Vocational and
Technical Education
Washington, D.C. 20202

Dr. Elizabeth Simpson, Director
National Curriculum Center for
Occupational Education
U.S. Office of Education
Washington, D.C. 20202

Dr. Robert Stake, Professor
University of Illinois
Urbana, Illinois 61801

Dr. Jim Wall, Director
Curriculum Laboratory
Mississippi State University
State College, Mississippi 39762

Dr. Patrick Weagraff
Coordinator Curriculum Lab
California State Department of
Education
Program Planning Unit
Sacramento, California 85628

Dr. Jack Willers, Professor
Philosophy of Education
George Peabody College
Nashville, Tennessee 37203

Mr. Frank Wimer
Director of Planning,
Budgeting and Research
Coordinating Council for
Vocational and Technical
Education
216 Old Capitol Building
Olympia, Washington 98501

WASHINGTON, D.C.

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT
November 13-17, 1972

PARTICIPANTS

Ms. Dorothy S. Anderson
Director, Center for
Occupational Education
Jersey City State College
80 Audubon Avenue
Jersey City, New Jersey 07305

Mr. Robert C. Andrews
Asst. Professor of Industrial
Ed. and Supervisor St. Teaching
Keene State College - U.N.H.
Main Street
Keene, New Hampshire 03431

Mr. Harry P. Batis
Instructional Materials Specialist
Distributive Education
The University of Texas at Austin
4511 Highland Terrace
Austin, Texas 78731

Mr. John E. Bean, Jr., Consultant
Programs for Disadvantaged and
Handicapped
New Hampshire State Dept. of Ed.
Division of Vocational-Technical
Education
105 Loudon Road
Concord, New Hampshire 03301

Dr. Camille G. Bell
Chairman and Professor of
Home Economics
Texas Tech University
P.O. Box 4170
Lubbock, Texas 79409

Mr. Jean E. Berube
Program Specialist
U.S. Office of Education
Division of Manpower
Development & Training
7th and "D" Streets, S.W.
Washington, D.C. 20202

Mrs. Doris L. Belton
Supervisor
New York State Ed. Department
99 Washington Avenue
Albany, New York 12210

Dr. Norma Bobbitt
Program Leader
Home Economics Education
Michigan State University
101 College of Human Ecology
East Lansing, Michigan 48823

Mr. Daniel Bock, Consultant
Applied Biological & Ag. Occup.
Division of Voc-Tech Ed.
1035 Outer Park Drive
Springfield, Illinois 62706

Dr. Kay B. Brown
Curriculum Specialist in
Distributive Education
School of Education
Virginia Commonwealth Univ.
Richmond, Virginia 23330

Dr. Glenn Boerrigter
Research, Bureau of Adult,
Vocational & Tech. Education
U.S. Office of Education
7th and "D" Streets, S.W.
Washington, D.C. 20202

Dr. William E. Burns
Professor of Industrial Ed.
State University of New York
College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Mr. Paul L. Carbone
Division of Occupational Ed.
Chief of Office Occupations
Massachusetts Dept. of Education
178 Tremont Street
Boston, Massachusetts 02111

Mr. James L. Cockrum
Training Materials Specialist
Division of Extension
The University of Texas at Austin
Austin, Texas 78712

Miss Ina E. Conley, Associate
Bureau of Health Occupations Ed.
State Education Department
99 Washington Avenue
Albany, New York 12210

Mr. Joseph J. Corcoran
Associate Consultant
Business & Office Education
Connecticut State Dept. of Ed.
165 Capitol Avenue, Box 2219
Hartford, Connecticut 06115

Mr. J. Joseph Daly, Consultant
Professional and Curriculum Development Unit
Division of Vocational Education
1035 Outer Park Drive
Springfield, Illinois 62706

Mrs. Anna C. DeAmicis
State Supervisor of Health Occupations
Maryland State Dept. of Education
Division of Voc-Tech Education
P.O. Box 8717 Friendship Inter. Airport
Baltimore, Maryland 21240

Mr. Patrick R. Doherty, Jr.
Director, Career Development
New Jersey Dept. of Education
New Jersey Residential Manpower Center
Building 871, Plainfield Ave.
Edison, New Jersey 08817

Mrs. Carolyn C. Driver
Assistant State Supervisor
Home Economics Education
State Dept. of Education
Field Office, Box 427
Harrisonburg, Virginia 22801

Dr. Glenn F. Dukes
Associate Professor
Industrial Education
Winona State College, Route 1
Minnesota City, Minnesota 55959

Mr. John R. Faust
Instructional Systems Specialist
New England Resource Center for Occupational Education
55 Chapel Street
Newton, Massachusetts 02160

Mr. Sheldon Fisher
Program Specialist
Division of Manpower Development and Training
7th and "D" Streets, S.W.
Washington, D.C. 20202

Mr. David C. Goldstein
Assistant Director
Career Development Programs
District of Columbia Public Schools
415-12th Street, N.W.
Washington, D.C. 20004

Mr. McClelland M. Gray
Assistant Supervisor
T&I Education
State Department of Education
Richmond, Virginia 23216

Mr. L. A. Grimes, Jr.
Instructional Materials Specialist
The University of Texas at Austin
Division of Extension
Austin, Texas 78712

Mr. Orville C. Haan
Technical Resource Specialist
Hennepin Vocational Centers
1820 North Xenium Lane
Minneapolis, Minnesota 55441

Dr. Bessie Hackett
Coordinator of Home Economics
Illinois State University
Turner Hall
Normal, Illinois 61761

Dr. Harold H. Halfin
Director of Graduate
Major-Vocational Education
Director, Center Vocational,
Technical and Adult Education
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dr. B. D. Hayes, Head
Department of Industrial Sciences
Colorado State University
Fort Collins, Colorado 80521

Mr. Tom L. Hindes, Consultant
T&I Instructional Materials Lab
Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Mrs. Carol Jabonaski, Associate
Bureau of Home Economics Education
99 Washington Avenue, Room 1621
Albany, New York 12210

Dr. Alan A. Kahler
Assistant Professor
of Agricultural Education
Iowa State University
223 Curtiss Hall
Ames, Iowa 50012

Mrs. Linda A. Keilholtz
Supervisor
Career Education & Business &
Office Education
Ohio State Dept. of Education
65 South Front Street
Columbus, Ohio 43215

Mr. Jerry C. Keiser
Coordinator
Career Education & Guidance
Indiana State Dept. of Public
Inst.
Room 1012, State Office Bldg.
Indianapolis, Indiana 46204

Dr. Thomas G. King
Professor of Industrial Ed.
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Mr. Joseph P. Kisko
Teacher Educator
RCU Coordinator
Vermont Dept. of Education
Vocational-Technical Education
State Office Building
Montpelier, Vermont 05602

Mr. Roland J. Krogstad
Vocational Education Consultant
Research & Development
Wisconsin Board of Vocational-
Technical Adult Education
137 East Wilson Street
Madison, Wisconsin 53703

Mr. Donald Lindahl, Dean
Occupational Education
Community College of Denver
1209 Quail
Denver, Colorado 80215

Mrs. Ouida V. Maedel
Supervising Director of Voc.
Education Curriculum
Dist. of Columbia Public Sch.
415 Twelfth Street, N.W.
Washington, D.C. 20004

Mr. Paul Manchak
Division of Education
Professions Development
United States Office of Education
Washington, D.C. 20202

Mr. Santo P. Marzullo, Chairman
Vocational Education Component
Washington Tech. Institute
4100 Connecticut Ave., N.W.
Washington, D.C. 20008

Mr. Joseph J. Méssier
Associate in Vocational Curriculum
State Education Department
State Education Building
Albany, New York 12224

Mr. Keith D. McCall, Supervisor
Manpower Development & Training
105 Loudon Road
Concord, New Hampshire 03301

Mr. John P. C. McCarthy
Education Program Specialist
U.S. Office of Education
7th and "D" Streets, S.W.
Washington, D.C. 20202

Mr. John Edward McNamara
Program Officer-Manpower
Development & Program Division
U.S. Office of Education
Washington, D.C. 20202

Mr. Foster B. Miles, Jr.
Assistant State Supervisor of
Business Education
Virginia State Dept. of Education
8th and Broad
Richmond, Virginia 23216

Mrs. Gloria Modesto
Curriculum Coordinator
RCU, Vocational-Technical Education
Department of Education
Cesar Gonzalez & Calaf Streets
Hato Rey, Puerto Rico 00919

Sister Eileen Moran
Catholic University
Curriculum Development Center
1215 Quincy Street, N.E.
Washington, D.C. 20202

Mr. Ralph D. O'Brien
Curriculum Specialist
Industrial-Technical Ed.
University of Kentucky
Curriculum Development Center
549 Grantchester Road
Lexington, Kentucky 40505

Mr. Frederick S. Okula
Consultant T&I
State Department of Education
State Office Building
R 343, P.O. Box 2219
Hartford, Connecticut 66115

Dr. LeVene A. Olson
Assistant Professor
Vocational Technical Education
Marshall University
111 Lab School
Huntington, West Virginia 25701

Dr. S. Douglas Patterson
Assistant Professor of
Voc-Tech Education
Virginia Polytechnic Institute
2125 Derring Hall
Blacksburg, Virginia 24061

Miss Pilar Peñalver
Coordinator
Educational Component
Model City Program
Dept. of Education, Office 527
Hato Rey, Puerto Rico 00918

Mrs. Nancy M. Pinson
Specialist in Pre-Voc. Ed.
and Career Development
Maryland State Dept. of Ed.
Box 8717, Friendship
International Airport
Baltimore, Maryland 21240

Mrs. Manuela Pizarro-Sevilla
Director
San Juan Curriculum Center
Jose Oliver Avenue
Hato Rey, Puerto Rico 00918

Ms. Marian W. Potter
Career Program Manager
Division of Occupational Ed. Inst.
New York State Education Dept.
99 Washington Avenue
Albany, New York 12210

Mr. Albert Ragster, Sr.
State Supervisor
T&I Education
State Department - U.S.V.I.
P.O. Box 630
Department of Education
St. Thomas, Virgin Islands 00301

Mr. Robert R. Reeder
Superintendent
Director, Regional Vocational-
Technical School
Greater Lowell
132 Thissell, Apt. 117
Dracut, Massachusetts 01826

Mr. William E. Reynolds
Coordinator
Professional & Curriculum
Development Unit
Division of Voc-Ed Illinois
1035 Outer Park Drive
Springfield, Illinois 62706

Dr. John A. Roeder, Professor
Vocational Technical Education
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Mr. Roger D. Roediger, Director
Career Education in Ag.
Curriculum Project
Ohio State University
Room 250 Ag. Adm. Bldg.
2120 Fyffe Road
Columbus, Ohio 43210

Dr. B. John Ross, Supervisor
Occupational Education
New York State Ed. Dept.
99 Washington Avenue
Albany, New York 12210

Mr. Vincent J. Russomagno
Assistant Director
New Jersey State Dept. of Ed.
Division of Vocational Ed.
Manpower Development & Training
225 West State Street
Trenton, New Jersey 08625

Mr. Roger Sathre, Supervisor
Special Needs
State Board for Voc. Education
518 Front Street
Boise, Idaho 83702

Ms. Helen Scheve, Consultant
Home Economics Education
Wisconsin Board of Vocational
Technical & Adult Education
137 East Wilson Street
Madison, Wisconsin 53703

Mr. Elmer L. Schick
U.S. Office of Education,
Region V
Education Program Officer
300 South Wacker Drive
Chicago, Illinois 60606

Mr. Charles Schickner
Curriculum Materials Specialist
Illinois Regional Curriculum
Management Center
1035 Outer Park Drive
Springfield, Illinois 62706

Mrs. Chrystine R. Shack
Specialist, Post-Secondary
Programs
Michigan State Dept. of Ed.
Vocational Education & Career
Development
P.O. Box 328
Lansing, Michigan 48904

Mr. Marshall O. Tetterton
Assistant State Supervisor of
Industrial Arts
State Department of Education
8th and Broad Street
Richmond, Virginia 23216

Mr. Joe Tokash, Consultant
Construction Curriculum Project
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Dr. Virginia Trowbridge, Chairman
Basic Studies Component
Washington Technical Institute
4100 Conn. Avenue, N.W.
Washington, D.C. 20008

Mr. James A. Urness
Consultant-Office & Dist. Ed.
Wisconsin Board of Voc. Ed.
137 E. Wilson Street
Madison, Wisconsin 53703

Miss Mercedes I. Vercher
Assistant Director
Vocational & Technical Ed.
Cesar Gonzalez & Calaf
Hato Rey, Puerto Rico 00919

Mr. Richard Vorndran
Greater Division of McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020

Mr. William J. Waddleton
Supervisor
Massachusetts Dept. of Education
182 Tremont
Boston, Massachusetts 02111

Ms. Elizabeth Wampler, Consultant
Guidance & Counseling Services
Indiana State Dept. of Public
Instruction
Room 108, State Office Building
Indianapolis, Indiana 46204

Mr. F. LeRoy Walser, Chief
Technical Assistance &
Training
U.S. Office of Education
Room 5640H-ROB #3
7th and "D" Streets, S.W.
Washington, D.C. 20202

Mr. Emanuel Weinstein
U.S. Department of Labor
605 Kenbrook
Silver Spring, Maryland 20907

Mr. James H. Wykle
Education Program Specialist
Business & Office Occupations
U.S. Office of Education
7th & "D" Streets, S.W.
Washington, D.C. 20202

Mr. Clifford H. Zenor
Vocational Ed. Consultant
Curriculum Center for
Improvement of Learning
and Inst.
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

OFFICE MEMO

WASHINGTON, D.C. INSTITUTE

Date: October 16, 1972

TO: Participants of Washington, D.C. Training Institute for Curriculum Personnel Development.

FROM: Dr. Ivan E. Valentine and Dr. Milton E. Larson, Co-Directors, Colorado State University.

SUBJECT: General Information Sheet Number 1.

REMARKS:

To facilitate your planning relative to attending the Washington, D.C. Institute, the following information will provide you with guidelines about details to consider as you complete your schedule. If you have specific questions or problems contact one of the Institute Co-Directors.

1. Registration and orientation for the Institute will be from 9:30 to 11:30 a.m. on Monday, November 13, 1972 in the lobby, second floor of the Executive House. All Institute proceedings are scheduled for the Executive House, 1515 Rhode Island Avenue, N.W., Washington, D.C.

2. The final formal session of the Institute will be concluded by 2:00 p.m. on November 17, 1972. Individuals desiring counseling for their special project (participating in the Institute for college credit) may meet with the Institute Co-Directors from 2:00 to 3:00 p.m. on Friday, as noted on the program schedule.

3. Subsistence checks, for participants invited who have returned their acceptance forms at least two weeks in advance of the Institute, will receive reimbursement checks which will be distributed on Friday, November 17, 1972. Those individuals, who are selected and return their acceptance form to participate within the two weeks prior to the Institute, will have their subsistence checks mailed to them. Individuals identifying themselves as commuters at least two weeks prior to the Institute will be reimbursed on Friday, November 17, 1972; otherwise, checks will be mailed within three weeks after completion of the Institute.

4. Participants will receive Institute registration and a subsistence of $75.00. The subsistence may be used to defray expenses for either option A or B.

   Option A - Live-in Educational Rate

   Lodging at the Executive House
   Single $16 (daily)
   Twin $20 (daily)
   Food (modified American plan available)
   Friday banquet luncheon - $5.50
   Breakfast and dinner - $5 daily

   Option B - Commuter Package Allowance $75.00

   Friday banquet luncheon - $5.50

   NOTE: No other costs are covered.

5. Hotel reservations at the Executive House will be made by the Institute Co-Directors in accordance with the Participants Reservation Arrangements form which accompanies this information sheet. This form should be completed and returned as quickly as possible. No assurance of accomodations can be made for those participants who do not return this form. It is important to indicate day and time of arrival and day and time of departure. If you plan to bring another person please indicate as we have reserved limited space for lodging. Please confirm your hotel reservation immediately upon your arrival. Registration for the Institute will be from 9:30 to 11:30 a.m. on Monday.

6. Employees of the Federal Government are not eligible for reimbursement for either travel or subsistence; therefore, they should make financial arrangement from the appropriate agency for travel and subsistence.

7. Make your own travel plans and arrangements to conform to the program schedule. (Do not plan your departure prior to 2:00 p.m. Friday, November 17, 1972). Limousine service is available from the airports to the downtown Washington, D.C. area. Check with the driver for the most desirable exit point for the Executive House.

8. An outstanding speaker is planned for the Friday luncheon. Be certain to purchase your ticket early to assist the hotel in making the arrangements.

9. Participants are encouraged to bring with them curriculum materials which they have developed. These may be exchanged with other participants during informal moments.

10. Participants desiring college credit for the institute should:

    a. Participate in all Institute activities.
    b. Write a professional paper on a subject related to one of the program topics. This paper should be submitted to one of the Co-Directors within six weeks after completing the Institute; the participant will need to complete a Special Registration Form from Colorado State University to receive credit and this should be sent along with the completed paper.
    c. A highly desirable subject for the professional paper might be a proposed plan for:
        1. Expanded or Improved Plans for Curricula Development in Vocational or Career Education
        2. A Plan for Infusing Vocational and General Education as a Part of Career Education.
    d. Participants having questions relative to securing graduate or under-graduate credit should be finalized prior to leaving the Institute. You will note that the program provides time on Friday, November 17, 1972 from 2:00 to 3:00 p.m. to accomplish this activity for those desiring college credit.

GROUP LEADERS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
Executive House
Washington, D.C.

November 13-17, 1972

Dr. Donald Lindahl
Dean, Occupational Education
Community College of Denver
1209 Quail
Denver, Colorado 80215

Mr. Ralph D. O'Brien
Curriculum Specialist
Industrial-Technical Education
University of Kentucky Curriculum
Development Center
549 Grantchester Road
Lexington, Kentucky 40505

Mr. Elmer L. Schick
U.S. Office of Education, Region V
Education Program Officer
300 South Wacker Drive
Chicago, Illinois 60606

Mrs. Chrystine R. Shack
Specialist, Post-Secondary Programs
Michigan State Department of Education
Vocational Education & Career Development
P.O. Box 928
Lansing, Michigan 48904

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

WASHINGTON, D.C.

November 13-17, 1972

Group Leader Duties and Responsibilities

1. Orient the group to objectives of each session. Prepare the group for accomplishing the specific assigned tasks.
2. Read: Introduction (read these to the group and be prepared to answer specific questions from members of the group prior to starting the session.)

   Purpose
   Expectations
   Specific tasks
3. Appoint or elect a group recording secretary.
4. Instruct the secretary to provide a copy of material generated by the group to one of the Institute Co-Directors at the end of each session.
5. Provide the required leadership and direction to gain maximum input from all members of the group.
6. Direct the activities of the group to keep them on target to accomplish assigned tasks.
7. Develop a plan of action to utilize special talents of members of the group.
8. Utilize chalkboard or flip charts to record specific input from the group.
9. Take a visual roll to account for members assigned to your group. (Do not call their names -- each participant will have a name plate.)
10. Start and adjourn on time.
11. Inform Institute Co-Director, host or hostess, relative to any special resource material required for your session.
12. Provide Institute Co-Directors with written feedback information relative to input from participants or yourself relative to problems encountered in the conduct of group session. Identify ideas for improving future sessions.

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Executive House, Washington, D.C.

Group Assignments

Group A

ELMER L. SCHICK - GROUP LEADER

- Anderson, Dorothy S.
- Batis, Harry P.
- Bean, John E., Jr.
- Burns, Dr. William E.
- Daly, Joseph J.
- Doherty, Patrick R., Jr.
- Goldstein, David C.
- Hindes, Tom L.
- Kahler, Dr. Alan A.
- Kisko, Joseph P.
- Maedel, Mrs. Ouida V.
- Messier, Joseph J.
- Okula, Frederick S.
- Penalver, Miss Pilar
- Ragster, Albert, Sr.
- Ross, Dr. B. John
- Scheve, Helen
- Waddleston, William J.
- Walser, F. Leroy

Group B

RALPH D. O'BRIEN - GROUP LEADER

- Andrews, Robert C.
- Bell, Dr. Camille G.
- Berube, Jean E.
- Bock, Daniel W.
- Buerrigter, Dr. Glen C.
- Carbone, Paul L.
- Corcoran, Joseph J.
- Driver, Carolyn C.
- Gray, McClelland M.
- Haan, Orville C. (Bud)
- Hackett, Dr. Bessie D.
- Keilholtz, Linda A.
- Krogstad, Rolan J.
- McCarthy, John P. C.
- Miles, Foster B., Jr.
- Reynolds, William E.
- Vercher, Mercedes I.
- Vorndran, Richard

Group C

CHRYSTINE R. SHACK - GROUP LEADER

- Belton, Doris L.
- Cochrum, James L.
- DeAmicis, Anna C.
- Faust, John R.
- Fisher, Sheldon
- Halfin, Dr. Harold H.
- King, Dr. Thomas G.
- Marzullo, Santo P.
- McCall, Keith D.
- Moran, Sister Eileen
- Olson, Dr. LeVene A.
- Pizarro-Sevilla, Manuela
- Roeder, Dr. John A.
- Sathre, Roger
- Trowbridge, Dr. Virginia
- Wampler, Elizabeth
- Zenor, Clifford H.

Group D

DR. DONALD G. LINDAHL - GROUP LEADER

- Bobbitt, Dr. Norma
- Brown, Dr. Kay B.
- Conley, Ina E.
- Dukes, Dr. Glenn F.
- Grimes, L. A., Jr.
- Hayes, Dr. B. D.
- Jablonski, Mrs. Carol
- Keiser, Jerry C.
- McNamara, John Edward
- Modesto, Gloria
- Patterson, Dr. S. Douglas
- Pinson, Nancy M.
- Potter, Marian W.
- Reeder, Robert R.
- Roediger, Roger D.
- Russomagno, Vincent J.
- Schickner, Charles
- Tokash, Joe
- Urness, James A.
- Wykle, James H.

GENERAL CONSIDERATIONS
GROUP ACTIVITIES

The Group Activity Session topical outlines for Institute group activities are suggested formats only. They are intended to assist the group leader in organizing the sessions to discuss Curriculum Design, Accountability, etc. Group leaders and participants should feel free to structure the group sessions as the situation requires to accomplish for all a meaningful discussion of the procedures and concepts previously presented by the resource consultants.

Specific tasks and/or topics are suggestions only. All tasks need not be completed, nor is it intended that the tasks be limited to those suggested. The group report should be prepared and submitted to one of the Institute Co-Directors. The secretary for each group should identify the specific areas of discussion and the group's recommendations should be included in the report for each session. Material generated in the group sessions will be consolidated and sent to participants at the end of the project.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION I
(Tuesday - 1:00 - 2:45 p.m.)

CURRICULUM DESIGN

Introduction: Effectiveness of schools is limited by curriculum planning and design. In turn, the effectiveness is dependent to a great extent on the competency of individuals preparing the curricula. Group activity of this session can assist each participant to further identify newly introduced concepts and relate them to curriculum planning strategies.

Purposes: Participation in this group activity is designed to enable individuals:

1. To gain skills for making valid curriculum content decisions
2. To develop priorities for implementing desired objectives
3. To explore and determine alternatives to problems and issues for curriculum development.

Expectations: Given specific tasks for identifying procedures for establishing valid curriculum, participants will prepare a list of essential steps to construction of curricula, evaluation, and specify acceptable alternatives.

Specific Tasks:

1. Identify and list valid approaches to determine the curriculum content for both vocational and career education.
2. Determine and list essential elements to be considered in building hierarchies of objectives (performance goals and/or behavioral objectives.)
3. Develop and list criteria for evaluating objectives.
4. Identify and list the problems relative to development of objectives and curricula.
5. Suggest solutions to the problems identified above. (Summarize in writing the recommended solutions.)
6. Other elements relative to the construction of curricula.

Group Assignments:

Group A - North Panel Room
Group B - South Panel Room
Group C - Room 221
Group D - Commodore Suite

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION II

(Wednesday - 10:15 - 11:30 a.m.)

ACCOUNTABILITY

Introduction: Accountability of effective programs is a necessary ingredient for continuing financial support and self-appraisal. However, specific measurement often remains elusive. This session will focus on many concepts to assist participants to identify new approaches applicable in certain situations.

Purposes: This session will provide participants more opportunity to:

1. Explore current issues and problems related to accountability in vocational education
2. Discuss procedures for relating performance goals to accountability.

Expectations: After discussing issues, problems, and alternatives, the group will provide guidelines (to others similarly situated) for implementing more effective accountability approaches in vocational education.

Specific Tasks:

1. Identify and list issues and problems in accountability.
2. Identify and list methods and techniques for assessing accountability.
3. Other considerations important to accountability.

Group Assignments

Group A - North Panel Room
Group B - South Panel Room
Group C - Room 221
Group D - Commodore Suite

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III
(Wednesday - 3:15 - 4:30 p.m.)

CURRICULUM DECISIONS RELATIVE TO CAREER EDUCATION

Introduction: This session concentrates on the "brainstorming" technique for gaining new and specific approaches to the problem considered. Please read Osborn's Rules for Brainstorm Sessions and Killer Phrases (attached) before beginning the activities listed below.

Career education has its early roots with efforts to embody vocational education into general education. Effort is now directed at all levels to assist greater student occupational exploration. Thus, the need is great for specific procedures to infuse career education concepts into both general education and vocational education.

Purposes: This session will permit the sharing of concepts, issues, problems, and implementation procedures that curriculum decision makers must consider relative to career education.

Expectations: Given a review and discussion of current thinking about curriculum decisions as it relates to career education, participants will prepare a list of specific elements of the problem.

Specific Tasks:

1. Identify and list the specific curriculum problems for infusing career education into general education; into vocational education.
2. Determine and list strategies for planning career education curricula for each of the various grade levels (consider social, economic, political and civil implications).

(SEE ATTACHED ACTIVITY SHEET)

Group Assignments

Group A - North Panel Room
Group B - South Panel Room
Group C - Room 221
Group D - Commodore Suite

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III

INSTRUCTIONS: In light of the specific tasks mentioned on the preceding page, consider the grouping below for identifying the specific elements of the problem. List your own ideas below for later input to the group. (Use approximately one third of the allotted time for each of the areas).

Positive Factors (All of the reasons why)	Major Problems (Roadblocks to Implementation)	Strategies for Implementation
1. More relevant content. 2. Greater articulation among occupational clusters. 3. Earlier job orientation.	1. Attitudes. 2. Financial resources. 3. Parental awareness.	1. More utilization of community resources. 2. Extensive public-relation program. 3. In-service and pre-service education.

OSBORN RULES FOR BRAINSTORM SESSIONS

1. Criticism is ruled out:

   Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid. Criticism is reserved for a later "screening" session.

2. The wilder the ideas, the better:

   Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:

   The greater the number of ideas, the better likelihood of winners.

4. Combination and improvement are sought:

   Improvements by others on an idea give better ideas. Combining ideas leads to more and better ideas.

Reprint from
"Printer's Ink", December 2, 1955
Charles H. Clark, Assistant to the
Manager of Training,
Ethyl Corporation

KILLER PHRASES

This list was developed at a "Brainstorming Workshop" for the National Society of Sales Training Executives. If you don't want good ideas to curl up and die, put these killer phrases on your black list — and keep them there!

Note: How many times have you heard these phrases?

It's not in the budget
Who thought of that?
I can't give you the money to go ahead
Everybody does it this way
Not timely
Too hard to administer
It's not progressive
Too theoretical
Production won't accept it
Personnel aren't ready for this
Won't work in my territory
Customers won't stand for it
The new men won't understand
The old men won't use it
Doesn't conform to our policy
We don't have the manpower
Takes too much time (work)
Don't move too fast
Has anyone else ever tried it?
We have too many projects now
Let's make a market research test first
Here we go again
Let's form a committee
Won't work in our territory
What do they do in our competitor's plant?
Where does the money come from?
Costs too much
Too big (or too small) for us
Too academic
It's a gimmick
Not profitable
You'll never sell that to management
Stretches imagination too much
They'll think we're long-haired
Engineering can't do it
Why something new now? Our sales are still going up
Let's wait and see
Too much trouble to get started
Too hard to sell
It's never been done before -- why stick our necks out?
We don't want to do this now
Factory can't follow up
Not enough background
The union will scream
That's too ivory tower
Let's put it in writing
I don't see the connection
What you are really saying is. . .
Let's sleep on it

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION IV
(Thursday - 3:15 - 4:30 p.m.)

RELATING AND VALIDATING CURRICULA

Introduction: Relating and evaluating curricula according to program objectives remains a constant challenge to educators. What is the role of administrators? Staff? What general and specific procedures are most important? Least important? How are these procedures determined? This session will consider how these answers may be obtained.

Purposes: This group activity is designed to permit participants an opportunity to explore problems and issues confronting those responsible for developing and validating curriculum and materials.

Expectations: Given an opportunity to discuss issues and problems surrounding curriculum development, participants will list specific procedures for upgrading staffs and materials and list evaluative criteria.

Specific Tasks:

1. Identify and list the problems and issues in improving staff capabilities in curriculum development.
2. Determine and list strategies for improving curriculum materials.
3. Determine and list alternative techniques for evaluating curricula.
4. Establish criteria for evaluating curricula.
5. Other.

Group Assignments

Group A - North Panel Room
Group B - South Panel Room
Group C - Room 221
Group D - Commodore Suite

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION V
(Friday - 8:30 - 9:45 a.m.)

ROLE AND FUNCTION OF CURRICULUM LEADERSHIP IN CAREER AND VOCATIONAL EDUCATION

Introduction: The function of leadership is crucial to curriculum planning. Its importance is reemphasized as career education concepts emerge. Each individual and the organization of which he is a part has a role in formulating and implementing decisions which might affect curriculum development at all levels.

Purpose: To explore through group discussion the future leadership role and function of a specific organization as it relates to curriculum development for career and vocational education.

Expectations: Given an opportunity to discuss the role and function of a specific organization toward curriculum development, participants will prepare a list and report on the future implications, issues, and problems confronting that organization (as the participants view them) in fulfilling the total leadership concept.

Specific Groupings and Topics: Below are the specific organizations to be considered. Suggested topics are numbered and intended to assist discussion, but not to be all inclusive.

State Departments
1. Problems and issues.
2. Major responsibilities in relation to curriculum laboratories.
3. Role of State Department in relation to local institutions.

Curriculum Laboratories
1. Responsibilities toward other agencies and institutions.
2. Problems and issues concerning input sources.

Teacher Educators
1. Future role in career and vocational education.
2. Academic and non-vocational concerns.
3. Coordination of educators and curriculum laboratories.

Local Institutions

1. Problems and issues at the local level.
2. Relationship of local institutions to teacher education.
3. Curriculum leadership at the local level.

National and Regional Offices - U.S. Office of Education

1. Responsibilities to state and local groups.
2. Role as related to curriculum laboratories.
3. Problems and issues for career and vocational education.

Group Assignments

Group A - North Panel Room
Group B - South Panel Room
Group C - Room 221
Group D - Commodore Suite

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

WASHINGTON, D.C.

Daily Assessors - 15 minutes at the close of each day. . .4:30 p.m.

Monday, November 13, 1972

Participant No.

1 Anderson, Dorothy S.,
Jersey City, N.J.
21 Driver, Carolyn C.,
Harrisburg, VA
41 Krogstad, Roland J.,
Madison, WI
61 Roeder, Dr. John A.,
Buffalo, NY
71 Smith, Wilburn Jr.,
St. Thomas, V.I.

Tuesday, November 14, 1972

Participant No.

14 Cockrum, James L.,
Austin, TX
24 Faust, John R.,
Newton, MA
34 Jabonaski, Carol,
Albany, NY
64 Sathre, Roger
Boise, ID
74 Vercher, Mercedes,
Hato Rey, P.R.

Wednesday, November 15, 1972

Participant No.

2 Andrews, Robert C.,
Keene, NH
12 Burns, Dr. William E.,
Buffalo, NY
22 Dukes, Dr. Glenn F.,
Minnesota City, MN
32 Hinkles, Tom L.,
Columbus, OH
42 Maedel, Ouida V.,
Washington, D.C.

Thursday, November 16, 1972

Participant No.

16 Corcoran, Joseph J.,
Hartford, CT
26 Goldstein, David Carl,
Washington, D.C.
36 Kahler, Dr. Alan A.,
Ames, IA
46 McCarthy, John P. C.,
Washington, D.C.
66 Schick, Elmer L.,
Chicago, IL

To provide immediate feedback from Institute participants, a daily assessment by Institute participants will provide Co-Directors with the necessary data and information for the change process for Institute improvement.

The random selected participants will meet for 15 minutes on the specified date and time with Institute Co-Directors. The following three basic questions will be asked of the group assessing the day's activities, consultants, group session, etc.

a. In your opinion, what were the strong points of the day's activities?
b. In your opinion, where were the less desirable activities for the day's session?
c. What changes should be made to improve tomorrow's activities?

The responses from participants to the above questions will be recorded and reviewed by Institute Co-Directors to determine the effectiveness of the day's activities. Participant comments will serve as sounding boards for the Institute staff to determine alternative strategies for improving participant satisfaction with the content and conduct of the Institute.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

SUMMARY OF PARTICIPANTS DAILY ASSESSMENTS
WASHINGTON, D.C. INSTITUTE

Monday

1. Speakers were complimented on their specifics about career education.
2. The hope was expressed that the Institute would deal with the specifics of how to implement career education programs rather than trying to define the concept.
3. The speakers brought many new facts about career education and new approaches that many had not previously considered.
4. Questioning period appeared long enough for those who wished to ask questions.
5. Day's activities were excellent and well planned.
6. Tables should be placed in a V shape, rather than in a straight line. This would better focus listeners' eyes upon the speakers.
7. The twelve competencies of a curriculum specialist should have been given more slowly with greater emphasis to allow participants to have written this down.
8. The purposes of the Institute were apparently missed by the participants as they were presented at the opening session.

Tuesday

1. The speakers covered the subject matter very well. New points are now being considered.
2. Group sessions were not productive in terms of tasks listed on the sheets. Tasks were too numerous and lengthy for the allotted time. Groups appear too formal to really be productive.
3. Group sessions did afford opportunity to get our feet on the ground and react to the purposes of the Institute.
4. It was very difficult to hear the questions from the floor. Speakers should repeat the questions. Also, the questioner should stand and address the question to the entire audience.
5. Would appreciate having the speaker's paper beforehand in order to better react with more valid questions.
6. A roving microphone for the audience would be very helpful.
7. Coffee in the meeting room would let participants become better acquainted.

Wednesday

1. Today's speakers continue to be outstanding.
2. More time should be allowed for group sessions. People with like concerns should be given more time for interaction.
3. Career education topic should have introduced sooner at this Institute.
4. Some presentations could be more dynamic.
5. It would have been better to have the papers beforehand so that reaction to the talks could be more specific.
6. The sound system in the morning was poor.
7. More microphones should be spread among the audience.
8. Would like more time for interaction among the participants to learn of what is going on in other parts of the country.
9. Groups should be changed so that new interaction can take place.
10. Group sessions should be in rooms different from general sessions to permit more informality.
11. Consultants should be at the Institute longer to allow for more informal interaction with the participants, perhaps on a one to one or slightly larger basis.

Thursday

1. Conference has been weak on career education. Participants need more information on "how to do" rather than on the theory. Participants have been misinformed or have the wrong conception of the purpose of the conference.
2. Group interaction was the strong point of the day. It is now beginning to be more productive as people begin to "loosen up." The conference seemed to fall in place today during the group session.
3. Speakers continue to be excellent. More specifics would be helpful.
4. I was too exhausted to appreciate the speakers and group sessions today. The conference should be shorter. Too many people are too tired at this point.
5. Last part of the conference should be limited to group sessions to provide for more productive output and greater interpersonal actions.
6. Some speakers talk too long and cover too much material.
7. Speakers should be limited to 30 minutes. Then, allow for questions from the audience.
8. Poor teaching style was demonstrated today by some speakers.
9. Information presented today was often below the competency of the participants.
10. Speakers should limit their comments to issues with which they are involved and try to relate personal insite to their own experiences.

11. The dynamics of presentation appear more important than the material presented.
12. Some speakers should relate more practicality and immediate applicability.
13. Would like more input from speakers at the group sessions.
14. Try two days of speakers, then devote the remainder of Institute time to group sessions with the purpose to develop specific answers to special problems related to curriculum development.
15. Group activity of this Institute has been excellent compared to others. Attendance by participants at group sessions has been unusually high.
16. In spite of the conference length, much has been gained from the speakers and the exposure to others who have attended the Institute.

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Washington, D.C., November 13-17, 1972.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire institute.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Registration will take place between the hours of 9:30 and 11:30 a.m. on November 13 with the formal program commencing at 1:00 p.m. The formal program will be completed by 2:00 p.m. on Friday, November 17, with the period from 2:00 - 3:00 p.m. set aside for counseling with individuals planning to take the institute for credit. Arrange arrival and departure times with this schedule in mind.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
Acceptance of Institute

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Washington, D.C., November 13-17, 1972.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire institute.

In accordance with policies established, your reimbursement for travel will be limited to $150 since you are requesting to attend an institute outside of your region. Undoubtedly your employer will be willing to absorb the difference between the total travel cost and the amount of reimbursement.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Registration will take place between the hours of 9:30 and 11:30 a.m. on November 13 with the formal program commencing at 1:00 p.m. The formal program will be completed by 2:00 p.m. on Friday, November 17, with the period from 2:00 - 3:00 p.m. set aside for counseling with individuals planning to take the institute for credit. Arrange arrival and departure times with this schedule in mind.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
Acceptance of Institute

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

ACCEPTANCE OF
INSTITUTE INVITATION
AT
WASHINGTON, D.C.

I accept the invitation to attend the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held in Washington, D.C., November 13-17, 1972.

Signed:______________________________

Street Address:______________________________

State:______________________ Zip Code__________

Home Telephone No.__________ Office Telephone No.__________

1. Travel

Make your own travel arrangements.

2. Lodging (Check appropriate option)

Participant must select Option A or B.

Participants will receive Institute registration and a subsistence of $75. The subsistence may be used to defray expenses for either option A or B.

_____ Option A - Live-in Educational Rate
Lodging (at The Executive House)
Single - $16 (daily)
Double - $20 (daily)
Food (modified American Plan available)
Friday banquet luncheon - $5.50
Breakfast and dinner - $5 daily
Where long distance travel is involved, the sponsor will reimburse for the air tourist round trip fare (or equivalent) to the Institute location.

_____ Option B - Commuter package allowance of $75.
Friday banquet luncheon - $5.50.

NOTE: No other costs are covered.

3. Comments or questions:

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

Dear

I know you are waiting with much interest to hear the decision relative to selection for the Institute for Curriculum Personnel Development. While we have made the initial selection, there are very likely to be some cancellations prior to the institute.

The excellence of your background and qualifications, have promoted us to hold your application among those selected for alternate should cancellations occur. Would you be available on short notice to attend the institute?

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

ACCEPTANCE AS ALTERNATE

WASHINGTON, D.C.

I accept the invitation as an alternate for the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held in Washington, D.C., November 13-17, 1972.

Signed:____

Street Address:__________________________________

State:____________________ Zip Code_________________

Home Telephone No.____________ Office Telephone No.____________

Comments or questions:

COLORADO
STATE department of vocational education
UNIVERSITY
FORT COLLINS
COLORADO
80521

PARTICIPANTS
WASHINGTON INSTITUTE

Time is rapidly approaching for the Institute in Washington, D.C., TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT. Participants are invited to bring sample curriculums, career education material and other related material that would be helpful as resource material. Plans call for establishing a participant resource center to exchange materials, ideas and concepts relative to curriculum development activities.

Enclosed is a copy of the program for the Institute at Washington and a general information sheet. Kindly complete and return to me as soon as possible the "Participants Reservation Arrangement Form." Do not send it to Washington. We will need this so that we can make the necessary arrangements at the Executive House. Return the reservation at once by air mail.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosures:
- Program
- General Information Sheet
- Reservation Form

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

PARTICIPANT'S
RESERVATION ARRANGEMENTS
THE EXECUTIVE HOUSE
WASHINGTON, D.C.

To assist us in making hotel reservations for you, the EXECUTIVE HOUSE, Washington, D.C. has requested the information noted below. Please complete each applicable item and return as soon as possible.

Your Name________________________________ Telephone No.___________

Address____
(city) (state) (zip)

Arrival at Hotel ________ at ____________ (approx.)
(date) (time)

Accomodations Desired

Single__________ @ $16 per day

Twin __________ @ $20 per day

If twin, is this for spouse?____________
(Yes or No)

If no, would you share the room with another participant and divide the cost? _______________
(Yes or No)

Departure from Hotel ________ at ___________ (approx.)
(date) (time)

If you plan to remain at the hotel after the institute, please indicate below.

Number of days_____________
Accomodations Single_____ Twin___

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education November 3, 1972

Dear

I would like to thank you for serving as group leader in the Washington Institute for Curriculum Personnel Development. Enclosed are the general instructions for group leaders. Please review these and acquaint yourself with the specific group activities and your responsibilities for serving as group leader.

Present plans call for meeting on Monday, November 13, 1972 to work out the final details. I will meet with the four group leaders at 11:00 a.m. at the registration desk in the lobby, second floor, Executive House.

Thanks in advance for your willingness to serve as a group leader for the Institute. If you have any questions please feel free to call me.

Sincerely,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

enclosures

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

November 27, 1972

Dear

I would like to take this opportunity to thank you for serving as a group leader in the Training Institute for Curriculum Personnel Development held in Washington, D.C. November 13-17, 1972. I heard many fine comments about your leadership in making the group session a profitable experience for participants. We all realize that serving as group leaders may seem to be a thankless task, but through your extra efforts these sessions were productive.

Thanks again for your contributions and best wishes for continued success.

Sincerely yours,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

SUBJECT-FIELD SECTIONAL
INFORMAL SESSION

To expedite the process of getting together the individuals in the various subject-fields by major groupings, the following group leaders have been selected:

1. CURRICULUM LABORATORY PERSONNEL (14 individuals)
   --Roger D. Roediger -- Room 221

2. TEACHER EDUCATION PERSONNEL (20 individuals)
   --Norma Bobbitt -- Commodore Suite

3. STATE DEPARTMENT AND STATE BOARD PERSONNEL (42 individuals)
   --John Ross -- North and South Panel Room

4. U.S.O.E. NATIONAL AND REGIONAL OFFICERS (10 individuals)
   --James Wykle -- Lounge

PROCEDURE:

1. I will have lunch with the above individuals at 11:30 Monday, November 13 at the Executive House. I will meet these people at the registration desk, lobby, second floor.

2. During the break period, Monday at 3 p.m., the groups will get together and make tentative plans for either informal gatherings for lunch, dinner, or Tuesday evening or Thursday evening.

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

AUBURN, ALABAMA, REGION 3

ALL AMERICAN INN

PROGRAM

FEBRUARY 5-9, 1973

Sponsored by the

Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Institute Co-Director ---- Dr. Milton E. Larson
Institute Co-Director ---- Dr. Ivan E. Valentine

This Institute is supported by a grant from the Office of Education of the Department of Health, Education, and Welfare

TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

REGISTRATION

9:30 - 11:30, Monday, February 5, 1973

South End Zone Room*
All American Inn

MONDAY
February 5

9:30	Registration	
11:30	Lunch	
1:00	Welcome	Dr. Truman M. Pierce Dean of College of Education Auburn University Auburn, Alabama
	Remarks	George E. Wallace Regional Representative Bureau of Adult & Vocational Ed. DHEW, U. S. Office of Education Atlanta, Georgia
		Dr. Edwin Kurth Professor of Vocational Education Auburn University Auburn, Alabama
1:30	Institute Overview	Mr. Bill Berndt Program Specialist National Development Branch U. S. Office of Education Washington, D.C.
1:45 - 3:00	General Overview of Curriculum Development for Vocational and Career Education. (Needs, trends, directions, etc.)	Dr. Byrl Shoemaker State Director of Vocational Ed. Columbus, Ohio
	Question and Answer Session	
3:00	Coffee Break	

* All general sessions are in the South End Zone Room

3:30 - 4:30	Analyzing Occupations with Implications for Learning	Mr. Leon Lewis U. S. Employment Service Washington, D.C.
	Question and Answer Session	
	Dinner Break	
7:45	Role of the Development Branch	Dr. Elizabeth Simpson, Director National Development Branch Occupational Education U. S. Office of Education Washington, D.C.
8:15	Keynote Presentation: Curriculum Development and Career Education	Dr. Duane Mattheis Deputy Commissioner U. S. Office of Education Washington, D.C.

TUESDAY
February 6

8:30 - 9:15	Approaches to Curriculum Design	Dr. Patrick Weagraff Coordinator Curriculum Laboratory California State Dept. of Ed. Program Planning Unit Sacramento, California
9:15	Listening Team Approach	
	Question and Answer Session	
9:45	Coffee Break	
10:15	Group Session I Curriculum Design	
	Group A	Village Room
	Group B	Athletic Room
	Group C	War Eagle Room
	Group D	Tiger Room
	Group E	South End Zone Room (South Section)
	Group F	South End Zone Room (North Section)
1:00 - 2:00	Developing Hierarchies of Objectives	Dr. Patrick Weagraff
2:00	Reactor Panel	
	Question and Answer Session	

	Dinner Break	
7:30	Problems and Issues Identified with Development of Curriculum for Innercity Youth and Adult	Dr. Lawrence Davenport Vice-President for Development Tuskegee Institute Tuskegee, Alabama
	Question and Answer Session	

WEDNESDAY
February 7

8:30 - 9:45	Accountability In Relation to Vocational Planning	Roman C. Pucinski Former Representative from Illinois Chicago, Illinois
	Question and Answer Session	
9:45	Coffee Break	
10:15	Group Session II Accountability	
	Group A	Village Room
	Group B	Athletic Room
	Group C	War Eagle Room
	Group D	Tiger Room
	Group E	South End Zone Room (South Section)
	Group F	South End Zone Room (North Section)
11:30	Lunch	
1:00 - 2:45	Social Aspects and Considerations of Career Education	Dr. Sunny Hansen, Professor University of Minnesota Minneapolis, Minnesota
	Question and Answer Session	
2:45	Coffee Break	
3:15	Group Session III Curriculum Decisions Related to Career Education	
	Group A	Village Room
	Group B	Athletic Room
	Group C	War Eagle Room
	Group D	Tiger Room
	Group E	South End Zone Room (South Section)
	Group F	South End Zone Room (North Section)

Dinner Break

8:00 Value Basis for Curriculum Decisions (political, social, economic and civic implications)

Dr. Jack Willers
Professor of Philosophy of Education
George Peabody College
Nashville, Tennessee

Question and Answer Session

T H U R S D A Y
February 8

8:30 - 9:15
Validation of Vocational Education Curriculum

Dr. Jim Wall, Director
Curriculum Laboratory
Mississippi State University
State College, Mississippi

9:15 Reactor Panel

Question and Answer Session

9:45 Coffee Break

10:15 - 11:30
Development of Professional Staff in Curriculum Functions

Mr. Frank Wimer, Director
Planning, Budgeting & Research
State Coordinating Council for Vocational & Technical Ed.
Olympia, Washington

Question and Answer Session

11:30 Lunch

1:00 - 1:45
Adapting Curriculum to Local Needs (and Sources of Curriculum Materials)

Dr. Jim Wall

1:45 Listening Team Approach

2:15 Question and Answer Session

2:45 Coffee Break

3:15 Group Session IV
Relating and Validating Curricula

Group A	Village Room
Group B	Athletic Room
Group C	War Eagle Room
Group D	Tiger Room
Group E	South End Zone Room (South Section)
Group F	South End Zone Room (North Section)

6:00 Banquet

Speaker

Dr. William Pierce
Deputy Commissioner
U.S. Office of Education
Washington, D.C.

FRIDAY
February 9

8:30 Group Session V
Curriculum Leadership Role and Function with Implications for Career and Vocational Education

Group A	Village Room
Group B	Athletic Room
Group C	War Eagle Room
Group D	Tiger Room
Group E	South End Zone Room (South Section)
Group F	South End Zone Room (North Section)

9:45 Coffee Break

10:00 Reports of Secretaries of Groups A - F

10:50 - 11:45
Curriculum Planning

Question and Answer Session

Dr. Henry J. Hermanowicz
Dean of College of Education
Illinois State University
Normal, Illinois

11:45 Participant assessment and administrative details

12:30 Adjournment

AUBURN, ALABAMA
INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

February 5 - 9, 1973

CONSULTANTS AND RESOURCE PERSONNEL

Mr. Bill Berndt
Program Specialist, Curriculum
Center for Occupational and Adult Education
U.S. Office of Education
Washington, D.C. 20202

Dr. Lawrence Davenport
Vice-President for Development
Tuskegee Institute
Tuskegee, Alabama 36088

Dr. Sunny Hansen, Professor
University of Minnesota
Minneapolis, Minnesota 55455

Dr. Henry J. Hermanowicz
Dean of College of Education
Illinois State University
Normal, Illinois 61761

Dr. Edwin Kurth
Professor of Vocational Education
Auburn University
Auburn, Alabama 36830

Mr. Leon Lewis
U. S. Employment Service
U. S. Department of Labor
Washington, D.C. 20202

Dr. Duane Mattheis
Deputy Commissioner
U. S. Office of Education
Department of Health, Education,
and Welfare
Washington, D. C. 20202

Dr. Truman M. Pierce
Dean of College of Education
Auburn University
Auburn, Alabama 36830

Dr. William Pierce
Deputy Commissioner
U. S. Office of Education
Department of Health, Education,
and Welfare
Room 4015, BOF #6
Washington, D.C. 20202

Mr. Roman C. Pucinski
Former Member of House of
Representatives
District Office
6200 N. Milwaukee
Chicago, Illinois 60646

Dr. Byrl R. Shoemaker
Director of Vocational Education
State of Ohio
Department of Education
612 Ohio Department Building
Columbus, Ohio 43215

Dr. Elizabeth Simpson, Director
National Development Branch
Occupational Education
U. S. Office of Education
Washington, D. C. 20202

Dr. Jim Wall, Director
Curriculum Laboratory
Mississippi State University
State College, Mississippi 39762

Mr. George E. Wallace
Regional Representative
Bureau of Adult & Vocational
Education
DHEW, U. S. Office of Education
Atlanta, Georgia 30301

Dr. Patrick Weagraff
Coordinator Curriculum Laboratory
California State Department of Education
Program Planning Unit
721 Capitol Mall
Sacramento, California 85628

Dr. Jack Willers
Professor of Philosophy of Education
George Peabody College
Nashville, Tennessee 37203

Mr. Frank Wimer
Director of Planning, Budgeting & Research
Coordinating Council for Vocational and
Technical Education
216 Old Capitol Building
Olympia, Washington 98501

AUBURN, ALABAMA
INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

February 5 - 9, 1973

PARTICIPANTS

Mr. Michael J. Ahern, III
University of Tennessee
Research Coordinating Unit
7809 Chesterfield Dr., N.W.
Knoxville, Tennessee 37919

Mr. Joe E. Amos
Curriculum Specialist - Cooperative Ed.
Oklahoma State Department of Vocational-Technical Education
1515 West 6th Street
Stillwater, Oklahoma 74074

Mr. Garfield A. Anderson
Auburn University
558 E. University
Auburn, Alabama 36830

Mr. Louis H. Anderson, Jr.
Program Specialist, Manpower Development and Training
U.S. Department of Health, Education, and Welfare
7th & "D" Streets, S.W.
Washington, D.C. 20202

Mr. Joseph R. Barkley
Career Education Specialist
Florida State University
415 N. Monroe, Room 204
Tallahassee, Florida 32301

Ms. V. Divine Bauer
State Supervisor-Health Occupations Ed.
State Department of Education
825 State Office Building
Montgomery, Alabama 56104

Dr. Gary F. Beasley
Curriculum Coordinator for Ag Education
Mississippi State University
P.O. Drawer DX
Mississippi State, Mississippi 39762

Mr. Lynn G. Bevins, Director
Curriculum Development
Vocational Curriculum Lab.
P.O. Box 1114
Murfreesboro, TN 37130

Mr. Everett Bradley
Sanford City Schools
Rt. 9
Arlington Circle
Sanford City, NC 27332

Miss Katharine F. Brown
Consultant, Business & Office Ed.
State Dept. of Public Instruction
573 Education Building
Raleigh, NC 27602

Dr. Irene Clements
Assistant Coordinator
Curriculum & Instructional Materials Center
1515 West 6th Street
Stillwater, OK 74074

Mr. Jessee S. Clemmons
Asst. Director, Occupational Research Unit
State Dept. of Public Educ.
Room 506, Ed. Building
Raleigh, NC 27602

Mr. Robert H. Cockle
Superintendent of Schools
Watertown Public Schools
474 S. Lake Drive
Watertown, SD 57201

Mr. Fred P. Colburn
Asst. State Supervisor of
T & I Education
State Department of Education
531 - 13th Street, S.W.
Fayette, Alabama 35555

Mr. Harley R. Collinsworth
Vocational Curriculum Coordinator
Beggs Educational Center
600 West Strong Street
Pensacola, Florida 32502

Miss Evelyn Cotney
State Supervisor, Home Economics
Education
Alabama State Dept. of Ed.
Room 805, State Office Building
Montgomery, Alabama 36104

Dr. J. F. Crittenden, Director
Curriculum Development for
Career Education
University of Florida
4821 N. W. 16th Place
Gainesville, Florida 32601

Mr. W. L. Davis
Auburn University
105 Cary Drive
Auburn, Alabama 36830

Dr. John E. Deloney
Project Director - Career Ed.
State Department of Education
State Office Building
Montgomery, Alabama 36104

Dr. John W. Devine
Professor & Chairman
Department of Business Education
Murray State University
1714 West Main Street
Murray, Kentucky 42071

Ms. Jackie Diener
750 Sherwood Drive
Auburn, Alabama 36830

Mr. J. Murl Dunahoo
Curriculum Specialist
Coordinated Vocational Academic
Education Department
East Texas State University
2812 Washington
Commerce, Texas 75428

Dr. Kenneth Eaddy
Administrator, Vocational
Research/Evaluation
Florida State Dept. of Ed.
Room 258, Knott Building
Tallahassee, Florida 32304

Mr. Grady L. Elmore
Assistant State Supervisor
Instructional Materials
University of Alabama
P.O. Box 2847
University, Alabama 35486

Mr. Wendell L. Ford
Industrial Coordinator
Somerset Vocational School
College Street
Somerset, Kentucky 42501

Ms. Linda R. Glosson, Acting Dir.
Home Economics Instructional
Mtls. Center
Box 4067 Texas Tech University
Lubbock, Texas 79409

Mr. Alvin H. Halcomb, Jr.
Curriculum & Instructional
Materials Specialist
State Department of Education
1027 E. Samford Avenue
Auburn, Alabama 36830

Mr. Norman T. Halls
School-Industry Coordinator
Coordinator Project Career
Springfield School Department
195 State Street
Springfield, Massachusetts 01103

Ms. Elizabeth B. Hannum
Career Education Lab.
2905 Brandemere Dr.
Tallahassee, FL 32303

Dr. Durwin M. Hanson
Professor & Head
Dept. of Industrial & Tech. Ed.
North Carolina State University
Room 502, POE Hall
Raleigh, North Carolina 27607

Mr. Paul M. Harris, Director
Curriculum Career Education
Dallas Industrial School Dist.
7777 Forney Road
Dallas, Texas 75224

Dr. Thomas A. Hephner
Assistant Professor
The University of Georgia
Division of Vocational Education
603 Aderhold Hall
Athens, Georgia 30601

Mr. Amon Herd, Director
Instructional Materials Lab.
University of Missouri - Columbia
8 Industrial Education
Columbia, Missouri 65201

Mr. Keith Herring
Curriculum Coordinator
Cooperative Vocational Ed.
Mississippi State University
P.O. Box Drawer DX
State College, Mississippi 39762

Dr. Roy S. Hinrichs
Curriculum Coordinator in
Industrial Arts
Mississippi State University
State College, MS 39762

Mr. Bruce M. Hinton, Director
Vocational Education
Knox County Schools
400 W. Hill Avenue
Knoxville, Tennessee 37902

Mrs. Louie E. Kemp
Curriculum Coordinator
Home Economics
Mississippi State University
P. O. Drawer DX
Mississippi State, MS 39762

Mr. James Kendrick
Curriculum Specialist
State Technical Inst.
Montgomery, AL 36104

Ms. Karen King
Program Specialist - Home Ec. Ed.
West Virginia Dept. of Educ.
1900 Washington St. E. Bldg.
6 Room B-221
Charleston, West Virginia 25305

Mr. Bill E. Lovelace
Educational Program Director
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Mr. William Lundell
Senior Coordinator, Voc-Tech Ed.
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, Minnesota 55413

Dr. Floyd L. McKinney, Director
Program Supporting Services Div.
Kentucky Bureau of Voc. Ed.
Frankfort, Kentucky 40601

Dr. Robert J. Mercer
Curriculum Materials Specialist
Clemson University
109 Freeman Hall
Clemson, South Carolina 29631

Mr. John O. Miller
Assistant Director
Orange County Career Development
Program
100 East Kennedy Avenue
Eatonville, Kentucky 32751

Mr. Gregory G. Morrison
Consultant
South Carolina State Dept. of
Ed.
Room 202 - Rutledge Building
Columbia, South Carolina 29201

Ms. Jean Y. Mullen, Consultant
Home Economics Education
State Dept. of Public
Instruction
Education Building
Raleigh, North Carolina 27602

Mr. Douglas C. Necessary
Curriculum Specialist
Brevard County K-14
Career Education Project
Cocoa High School
2000 Rosetine Street
Cocoa, Florida 32922

Mr. Howard L. Newby
Curriculum Coordinator
T & I Education
Mississippi State University
P. O. Drawer DX
Mississippi State, MS 39762

Mrs. Hattie M. Odom
Alexander Graham Bell Jr. High
Roberson Street
Fayetteville, North Carolina
28303

Mr. Foy Page, Coordinator
Vocational Instructional Services
Texas A & M University
F.E. Box 182
College Station, Texas 77843

Dr. James E. Patton
Asst. Prof. & Curriculum
Coordinator
Distributive Education
Mississippi State University
2713 Red Bud Drive
Starkville, Mississippi 39759

Dr. Wayman R. Penner
Curriculum Specialist, T & I
Oklahoma State Dept. Voc-Tech
1515 West Sixth
Stillwater, Oklahoma 74074

Mr. John F. Perry, Jr.
Curriculum Coordinator
Business & Office
Mississippi State University
P.O. Box Drawer DX
Mississippi State, MS 39762

Mr. Robert L. Ploeg
Career Specialist
Brevard County K-14
Career Education Project
Cocoa High School
Cocoa, FL 32922

Ms. Nancy L. Raynor
Chief Consultant
Health Occupations
Department of Public Instruction
Education Building - Room 554
Raleigh, North Carolina 27603

Mr. James A. Richardson
Educational Consultant
North Carolina State Department of
Community Colleges
Room 460 Education Building
Raleigh, North Carolina 27602

Mrs. Anacile Riggs
State Supervisor
Distributive Education
State Department of Alabama
Room 811, State Office Bldg.
Montgomery, Alabama 36104

Dr. Robert A. Ristau
Associate Director
University of Wisconsin -
Madison
730 Warf Building
610 Walnut Street
Madison, Wisconsin 53706

Mr. Horace C. Robertson
Consultant for Distributive Ed.
North Carolina State Dept. of
Public Instruction
Room 526, Education Building
Raleigh, North Carolina 27602

Ms. Frances Rudd
Supervisor of Home Ec. Ed.
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Dr. David E. Sawyer
State Supervisor
Vocational Research &
Evaluation
Alabama State Dept. of Ed.
Room 800, State Office Bldg.
Montgomery, Alabama 36104

Mr. C. Paul Scott, Director
Research Coordinating Unit
State Department of Education
302 State Office Building
Atlanta, Georgia 30334

Mr. James H. Shepard
Coordinator of Vocational
Instructional Programs
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Mr. Bronelle Skaggs
Coordinator of Reimbursed Prgms.
Mayo State Vocational School
Paintsville, Kentucky 41240

Ms. Margaret E. Spann
Curriculum Specialist
Curriculum & Instructional
Materials Center
State Dept. of Vocational
& Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074

Mr. Robert E. Spillman
Assistant Director
University of Kentucky
151 Taylor Building
Lexington, Kentucky 40506

Miss Joan M. Stoddard
Health Occupation Specialist
Oregon State Dept. of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Ms. Ruth Stovall
Branch Director
Program Services Branch
State Department of Education
Montgomery, Alabama 36104

Mr. Carl V. Tart
Chief Consultant
Agricultural Education
North Carolina Department of
Public Instruction
Raleigh, North Carolina 27602

Dr. Maurice G. Thomas
Associate Professor
Colorado State University
202A, Industrial Building
Fort Collins, Colorado 80521

Mr. Leonard H. Timmerman, Director
Lake Area Vocational-Technical
School
230 - 11th Street, N.E.
Watertown, South Dakota 57201

Ms. Vera P. Tisdale
Teacher-Educator
University of Alabama
P. O. Box 795
University, Alabama 35486

Mr. Richard E. Vrooman
Curriculum Specialist
Oklahoma State Department
Vocational & Technical Ed.
1515 W. 6th Street
Stillwater, Oklahoma 74074

Ms. Betty P. Watkins
Home Economics Materials
  Specialist
Clemson University
109 Freeman Hall
Clemson, South Carolina 20631

Mr. Oswald Weise, Supervisor
Vocational Orientation Programs
Department of Education
Arch Ford Education Center
Little Rock, Arkansas 72201

Ms. Barbara Jean Wilkie
Area State Supervisor, Curriculum
  Specialist - Distributive Education
State Department of Education
1219 W. University Avenue
Gainesville, Florida 32601

Mr. Gordon E. Williams
Vocational Program Supervisor
State Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

Mr. Thomas E. Williams
Assistant Director for Vocational
  Programs
North Carolina Department of
  Community Colleges
Education Building, Room 456
Raleigh, North Carolina 27602

Mr. Ed L. Word
Associate Director, Secondary
  Vocational Program
Georgia Department of Education
State Department of Education
Atlanta, Georgia 30334

Mr. Hubert E. Worthy
State Department of Education
1915 Nordan Lane
Montgomery, Alabama 36104

Mrs. Sandra Yelverton
Acting State Supervisor of
  Business and Office Education
Alabama State Department
State Office Building, Room 819
Montgomery, Alabama 36104

OFFICE MEMO

AUBURN, ALABAMA INSTITUTE

Date: December 20, 1972

TO: Participants of Auburn, Alabama, Training Institute for Curriculum Personnel Development

FROM: Dr. Ivan E. Valentine and Dr. Milton E. Larson, Co-Directors, Colorado State University

SUBJECT: General Information Sheet

REMARKS: Purposes of Institute

1. Update key personnel in curriculum building.
2. Relate the curriculum building to Career Education.

To facilitate your planning relative to attending the Auburn, Alabama Institute, the following information will provide you with guidelines about details to consider as you complete your schedule. If you have specific questions or problems, contact one of the Institute Co-Directors.

1. Registration and orientation for the Institute will be from 9:30 to 11:30 a.m. on Monday, February 5, 1973 in the South End Zone Room of the All American Inn. All Institute proceedings are scheduled for the All American Inn.

2. The final formal session of the Institute will be concluded by 12:30 on February 9, 1973. Individuals desiring counseling for their special project (participating in the Institute for college credit) may meet with the Institute Co-Directors by appointment prior to Friday noon.

3. Subsistence checks for participants invited who have returned their acceptance forms at least two weeks in advance of the Institute, will receive reimbursement checks, which will be distributed on Friday, February 9, 1973. Those individuals who are selected and returned their acceptance form to participant within the two weeks prior to the Institute, will have their subsistence check mailed to them. Individuals identifying themselves as commuters at least two weeks prior to the Institute will be reimbursed on Friday, February 9, 1973; otherwise,

checks will be mailed within three weeks after completion of the Institute.

4. Participants will receive Institute registration and a subsistence of $75.00.*

   The All American Inn has identified the following rates:

   a. Rooms: Single -- $13.00
   Double -- $16.00
   Three sharing room -- $19.00
   Four sharing room -- $22.00
   b. Food: Buffet line (including tip)
   Breakfast -- $ 1.90
   Lunch -- $ 2.40
   Dinner per order in restaurant

5. Transportation from the airport at Columbus, Georgia and Montgomery, Alabama, will be provided without charge to participants arriving between the following hours:

   Sunday, February 4 (Auburn time) 1 p.m. - 9 p.m.
   Monday, February 5 (Auburn time) 7 a.m. - 10:00 a.m.

   Due to problems of transportation, participants must schedule arrival during these times, preferably choosing the earlier hours. Please complete and return the Participant's Reservation Arrangements Form.

6. Motel reservations at the All American Inn will be made by the Institute Co-Directors in accordance with the Participant's Reservation Arrangements form which accompanies this information sheet. This form should be completed and returned as quickly as possible. No assurance of accommodations can be made for those participants who do not return this form by January 15. It is important to indicate day and time of arrival and time of departure. If you plan to bring another person, please indicate as we have reserved limited space for lodging. Please confirm your motel reservation immediately upon your arrival. Registration for the Institute will be from 9:30 to 11:30 a.m. on Monday.

7. Employees of the Federal Government are not eligible for

* NOTE: No other costs are covered.

reimbursement for either travel or subsistence; therefore, they should make financial arrangements from the appropriate agency for travel and subsistence.

8. Make your own travel plans and arrangements to conform to the program schedule. (Do not plan your departure from All American Inn prior to 1:00 p.m. Friday, February 9, 1973).

9. Participants are encouraged to bring with them curriculum materials which they have developed. These may be exchanged with other participants during informal moments. Assurance of security of materials can not be provided. Bring only materials where loses will not result in serious problems or costs.

10. Participants desiring college credit for the Institute should:

    a. Participate in all Institute activities.
    b. Write a professional paper on a subject related to one of the program topics. This paper should be submitted to one of the Co-Directors within six weeks after completing the Institute; the participant will need to complete a Special Registration Form from Colorado State University to receive credit and this should be sent along with the completed paper.
    c. A highly desirable subject for the professional paper might be a proposed plan for:
        1. Expanded or Improved Plans for Curricula Development in Vocational or Career Education
        2. A Plan for Infusing Vocational and General Education as a Part of Career Education.
    d. Participants having questions relative to securing graduate or undergraduate credit should be finalized prior to leaving the Institute. Contact either of the Co-Directors relative to this matter prior to Friday noon, February 9, 1973.

11. Return Participant's Arrangement Form so that it will arrive at Fort Collins not later than January 15.

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

AUBURN, ALABAMA

February 5-9, 1973

Listening Team Activities and Responsibilities

Rationale: Facilitates critical listening and evaluation of a formal presentation. Focuses upon important points. Deepens listener understanding. Stimulates responses that assist the speaker to better communicate with the listener.

Purposes of This Activity: By engaging in this activity, listening team members can:

1. Reenforce the topic content of the presentation
2. Stimulate thinking of the participants
3. Increase participation of all Institute participants.

Suggested Approach: Please arrange seating to be together as a group for this presentation. During the presentation please constructively, but critically evaluate his (or her) statements and comments on the 3 x 5 cards provided. Identify specific items for:

1. interpretation
2. clarification
3. and application.

Write your responses (or questions) on the 3 x 5 card(s) provided and submit to your group leader before the speaker is finished. Your group leader will eliminate duplications from members of the listening team and orally present them to the speaker for comments.

(Your responses are expected to stimulate non-team members who will be encouraged to respond to the speaker.)

Listening Team - Tuesday, February 6, 1973 - 8:30 a.m. - South End Zone Room

Group A - Dr. Durwin Hanson, Group Leader

Presenter - Dr. Patrick Weagraff

Topic - "Approaches to Curriculum Design"

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

AUBURN, ALABAMA

February 5-9, 1973

Listening Team Activities and Responsibilities

Rationale: Facilitates critical listening and evaluation of a formal presentation. Focuses upon important points. Deepens listener understanding. Stimulates responses that assist the speaker to better communicate with the listener.

Purposes of This Activity: By engaging in this activity, listening team members can:

1. Reenforce the topic content of the presentation
2. Stimulate thinking of the participants
3. Increase participation of all Institute participants.

Suggested Approach: Please arrange seating to be together as a group for this presentation. During the presentation please constructively, but critically evaluate his (or her) statements and comments on the 3 x 5 cards provided. Identify specific items for:

1. interpretation
2. clarification
3. and application.

Write your responses (or questions) on the 3 x 5 card(s) provided and submit to your group leader before the speaker is finished. Your group leader will eliminate duplications from members of the listening team and orally present them to the speaker for comments.

(Your responses are expected to stimulate non-team members who will be encouraged to respond to the speaker).

Listening Team - Thursday, February 8, 1973 - 1:00 p.m. - South End Zone Room

Group A - Edward L. Word, Group leader

Presentor - Dr. Jim Wall

Topic - "Adapting Curriculum to Local Needs (and Sources of Curriculum Materials)"

Reactions to:
"Developing Hierarchies of Objectives for Vocational Education Curriculum and Management"
by
Patrick J. Weagraff

Reactions by:
Robert E. Spillman*

In reacting to Dr. Weagraff's paper, I have attempted to clarify my own thinking about hierarchies of objectives and the relationships among learner objectives, organizations' objectives, and program objectives by taking a somewhat different approach and looking at the problem in a different manner.

Keith Goldhammer talks about the purpose of education being "to fully capacitate people." He goes on to identify five areas in which people should be fully capacitated: as a producer of goods and services, a member of a family group, a participant in social and political life, a participant in avocational pursuit, and a participant in regulatory functions evolved in aesthetic moral, and religious concerns. The purpose is stated in very broad, general terms. It appears to me that if we accept this kind of thinking as the purpose of education such statements become the program goals . . . not program objectives, but program goals. I find difficulty in defining program objectives, but rather see such statements as program goals.

If we accept such broad, general statements as Dr. Goldhammer's as the program goals of education, then the question is, what is the relationship between program goals and instructional objectives, between program goals and organizational objectives and between instructional objectives and organization objectives. I prefer to look at program goals as a product. Instructional objectives become a taxonomy of that product and the hierarchy is going from broad, large amounts of the product to specific, small amounts of the product. The purpose of developing the hierarchy is to attain specific bits that students are better able to deal with and which will provide day-to-day directions for both the teacher and the learner.

I see organization objectives as being process oriented. They identify aspects of the process needed to achieve the product and will provide directions for the individual at different levels within the organization. Role determination is very much related to organization objectives and developing a hierarchy of these objectives.

---

*Robert E. Spillman, Assistant Director, Curriculum Development Center, University of Kentucky, Lexington, Kentucky.

Dr. Weagraff has pointed out that the formulation of objectives moves from the top of the hierarchy down and not from the bottom up. I feel that it is worthy of noting that while formulation is from top down we must insure we have a feedback system.

Anyone who is involved in curriculum development realizes the necessity and the possible frustration of establishing a hierarchy of learner objectives and of determining the level of objectives to leave to the discretion of the teacher. We also realize the difficulty of trying to assess the needs and desires of society which must always be the top of any hierarchy of educational objectives and I wish to commend Dr. Weagraff for his efforts in establishing this taxonomy.

Reactions to: "Developing Hierarchies of Objectives" by Patrick J. Weagraff

Reactions by: Gary F. Beasley*

The perplexed situation in which we find educational objectives has been presented. Much confusion centers around the instructional objective as it relates to measuring progress in an educational program. Such measurable objectives are used at various levels in many ways in education. We find ourselves in a dilemma with many terms or "names" for objectives which suggest various things and types of application. Some of these terms are--goals, operational objectives, performance objectives, terminal objectives, instructional objectives, TPO's, and behavioral objectives. Regardless of the terms used, they share the common quality of measurability.

No attempt to clarify the terminology of these terms has been made. I was hoping that Dr. Weagraff would classify all of these terms and put them in proper perspective for curriculum development. Rather, the proper use of measurable objectives, as a whole, at all levels within an instructional program was stressed. Objectives in instructional programs must be interrelated and coordinated to assure quality results. In order to coordinate the various objectives within the total instructional program, Dr. Weagraff suggested three types or categories as a classification scheme for organizing a program-wide effort in refining objectives. These categories or types of objectives are: program objectives, learner objectives, and organizational objectives.

The act of specifying educational objectives necessarily varies along a continuum from extremely broad to extremely specific. These broad objectives or program objectives are useful in identifying the focus of the educational program. These program objectives which might be referred to as "program goals" define the general parameters of the educational program. Should not the program objective be a category of itself with the organizational objective and the learner objective as sub-categories in a lower level with corresponding levels of more specificity? An analogy of the program objective might be the hard shell of an egg which encompasses the white (organizational objective) and yolk (learning objective). Its main purpose is to provide unity and direction toward desired outcomes or results in terms of overall accomplishments.

---

*Gary F. Beasley, member of Reactor Panel, Auburn Institute, Region 3, Auburn, Alabama.

The learner objectives describe a prediction of the state in which a learner should be as a result of instructional experiences. I see the learner objectives as the "what" in the learning process. The three levels of learner objectives are curricular, instructional, and task. The learner objectives and the corresponding levels with resulting learner accomplishments are most critical in terms of program success.

The organizational objectives may be considered the "how" of the instructional program. The sub-units or levels of the organizational objectives are division, unit, and staff. The organizational pattern within the educational program will have division objectives which in turn will have unit objectives and then staff objectives.

Possibly, the key element in Dr. Weagraff's paper is the ratio of objectives presented in his rule of thumb — 1 : 2 : 12 : 50 : 100. Or simply stated, one policy statement may have two program objectives, which in turn, requires twelve curriculum objectives, fifty instructional objectives, and one hundred task objectives. This ratio suggests organization for logically interrelating and coordinating measurable objectives in instructional programs. This ratio or relationship should help to clarify the responsibility of all persons involved in developing objectives for instructional programs.

Reactions to:
"Developing Hierarchies of Objectives"
by
Patrick J. Weagraff

Reactions by:
Jasper S. Lee*

The current wave in administration is "management by objectives" and the systems approach. Volumes have been written about these subjects but often there is little or no application to a particular organization or program. Dr. Weagraff's paper is a notable exception.

His is a well-thought out, well-written description or explanation of the overall concepts and application of the concepts to a training program and an organization that is responsible for its implementation. First, his observations about the "hierarchies of objectives" clarifies the confusion that often exists as to what is being examined and where to start examining. Personally, I would hope for some other term than "hierarchies," perhaps "levels" or "echelons."

There were several specific items that impressed me greatly in Dr. Weagraff's paper:

(1) The "Hierarchy" reveals the fact that a large system is composed of sub-systems, and even these sub-systems have sub-systems within them. The effective management of the large or whole system is largely dependent upon how well the sub-systems are conceived or designed and how they interlock and how they have to operate together toward an ultimate overall or ideal goal.

(2) The importance of evolving measurable objectives from the policy level downward. This means to me that basic or overall policies should be established and officially adopted before the objectives are set forth. Otherwise, it is practically impossible to set and attain measurable goals at other levels in the hierarchy.

(3) The emphasis on the "interrelatedness of objectives" among the people within an organization. Failure to see and understand this fundamental idea often results

---

*Jasper S. Lee, Co-Director of C.C.U. and Associate Professor, Mississippi State University, Mississippi State, Mississippi.

in "separateness," the building of "little kingdoms" within the whole organization and the unwarranted feeling of "possessiveness" about one's particular operation.

(4) The need for measurable objectives at most levels within instructional programs. This, to me, seems to correspond with our terminology of establishing quantified goals. This is essential if evaluation is to become an inherent part of the complete cycle or system.

(5) The caution against the "mistake of minutia," a common error among beginners in this process who "beat the subject to death." There are and should be certain truisms or axiomatic instructional or learning objectives that it should be unnecessary to cite in writing -- the "2 + 2 = 4" type of objective that should be generally accepted and assumed and understood among all who are involved in the instructional process.

In conclusion, this paper suggests how a going system or organization could be evaluated from "top to bottom" as follows:

(a) Review and establish or re-establish the ultimate or ideal goal.
(b) Review and establish or re-establish the official policies of the organization at the top.
(c) Analyze the functions, duties, and responsibilities as they are and as they should be in the light of the ultimate goal (item (a)) and the policies (item (b)).
(d) Reset the objectives of the whole organization and its units in the light of the findings in (c) above.

Reactions to:
"Validation of Curriculum In Vocational-Technical Education"
by
James Wall

Reactions by:
Jesse S. Clemmons*

Dr. Wall has done an admirable job of putting into concise, specific terms a suggested model for developing and validating curriculum in Vocational-Technical education. There are, however, several points in his paper with which I would like to either agree, disagree, or reinforce. The reactions I have are based on my experiences in various phases of curriculum development. They may or may not be mutually exclusive of each other.

First Reaction: The curriculum development model presented by Dr. Wall is valid only if we assume that the "task analysis" does indeed identify competencies germaine to the job in question. It has been my experience that education-oriented people tend to place much more stringent entry-level requirements on jobs than do employers. One effective technique in overcoming this situation is heavy involvement of employer advisory committees.

Second Reaction: The procedure described to validate criterion referenced tests insures they will be "keyed" to other than entry-level job requirements. The decision as to whether the curriculum is to train for entry-level or advanced-level jobs is one that should precede the validation of the criterion referenced test.

Third Reaction: Dr. Wall admonishes the curriculum designer to work toward empirical estimates of reliability and validity "in the event (he) has the time and inclination." From a researcher's viewpoint, this attitude is completely intolerable. A curriculum design model without provisions for empirical validation can produce only a half-finished, untested, raw version of the finished product.

In summary, my reaction to Dr. Wall's paper can be abbreviated to two primary points: (1) a plea for the use of advisory committees in order to inject realism into curriculum development, and (2) support for empirical validation as an integral component of any curriculum development model.

---

*Jesse S. Clemmons, Occupational Research Unit, North Carolina State Department of Public Instruction, Raleigh, North Carolina.

Reactions to:
"Validation of Curriculum In Vocational-Technical Education"
by
James Wall

Reactions by:
Irene Clements*

Dr. Wall has treated a difficult subject very well. The validation of curriculum materials developed in our state curriculum lab is a current problem for us. We are finding that there is a dearth of information in this area especially on telling us how to go about validating materials in a defensible manner. We are using criterion referenced tests which are, for the most part, stated in the identical language as that used in the performance objectives. Is this a valid test? If, according to Dr. Wall's statement on page 22, "To the extent that our objectives are represented in the test, the test is valid" is true, then our tests are valid. My question is, "Should we not concentrate most of our efforts toward validating our objectives when we validate curriculum?"

The next question that comes to mind: Is the teacher considered a part of the instructional system? On page three the statement is made "Validation measures should, for the most part, show that when objectives are not achieved, the fault lies with the instructional system, not with the student." I believe generally that the student is not at fault; however, how does the teaching affect the success of the instructional system? Did the teacher use the material as it was written to be used? Or what is the impact of resources and media? If curriculum materials are written in a state department for all teachers, what basic resources and multimedia can one assume will be available to the teacher? I agree that these things are not the fault of the student, but they should be considered when deciding whether or not an instructional system works.

My third problem is the length of time required for the validation procedures outlined in this paper. How much time is required to validate materials using the procedures outlined by Dr. Wall? Will this validation process require so much time that, due to our rapidly changing technology, the performances required or the content included will be outdated when the material is ready for implementation? How much objective judgment can we safely rely upon at the risk of the sacrifice of empirical evidence to save time in the validation of curriculum materials?

---

*Irene Clements, Assistant Coordinator, Curriculum and Instructional Materials Center, Stillwater, Oklahoma.

My fourth and concluding point is that I would like a further explanation of the topic The CRT and Item Analysis which is treated on page 23. The particular statement that I would like to hear enlarged upon is "negatively discriminating items are the ones which should be identified." I have not read the reference cited, but there is a need for the idea to be expanded upon.

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

AUBURN, ALABAMA

GROUP LEADERS

Group A - Dr. Durwin Hanson
Professor and Head
Department of Industrial and Technical Education
North Carolina State University
Room 502 POE Hall
Raleigh, North Carolina 27607

Group B - Mr. Bill E. Lovelace
Texas Educational Agency
201 E. 11th Street
Austin, Texas 78701

Group C - Mr. Ed L. Word
Associate Director
Secondary Vocational Programs
Georgia Department of Education
State Department of Education
Atlanta, Georgia 30334

Group D - Miss Joan E. Stoddard
Health Occupations Specialist
Oregon State Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Group E - Mr. Amon Herd, Director
Instructional Materials Laboratory
University of Missouri - Columbia
8 Industrial Education
Columbia, Missouri 65201

Group F - Ms. Barbara Jean Wilkie
Area State Supervisor
Curriculum Specialist
Distributive Education
State Department of Education
1219 W. University Avenue
Gainesville, FL 32601

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

AUBURN, ALABAMA

February 5-9, 1973

Group Leader Duties and Responsibilities

1. Orient the group to objectives of each session. Prepare the group for accomplishing the assigned tasks.

2. Read: Introduction (read these to the group and be prepared to answer specific questions from members of the group prior to starting the session.)
   Purpose
   Expectations
   Specific Tasks

3. Appoint or elect a group recording secretary.

4. Instruct the secretary to provide a copy of material generated by the group to one of the Institute Co-Directors at the end of the session.

5. Provide the required leadership and direction to gain maximum input from all members of the group.

6. Direct the activities of the group to keep them on target to accomplish the assigned tasks.

7. Develop a plan of action to utilize special talents of members of the group.

8. Utilize chalkboard or flip charts to record specific inputs from the group.

9. Take a visual roll to account for members assigned to your group. (Do not call their names -- each participant will have a name plate.)

10. Start and adjourn on time.

11. Inform Institute Co-Director, host or hostess, relative to any special resource material required for your session.

12. Provide Institute Co-Directors with written feedback information relative to input from participants or yourself relative to problems encountered in the conduct of group sessions. Identify ideas from improving future sessions.

12. Be the leader of your group (if it is acting as the listening team), edit the responses, and forward them to the speaker.

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group A - Village Room

DR. DURWIN M. HANSON, Raleigh, NC - Group Leader

1. Ahren, III, Michael J. - Knoxville, TN
2. Amos, Joe E. - Stillwater, OK
3. Bradley, Everett - Stanford, NC
4. Ford, Wendell L. - Somerset, KY
5. Kemp, Louie E. - Mississippi State, MS
6. Kendrick, James - Montgomery, AL
7. Page, Foy - College Station, TX
8. Robertson, Horace C. - Raleigh, NC
9. Skaggs, Bronelle - Paintsville, KY
10. Spillman, Robert E. - Lexington, KY
11. Stovall, Ruth - Montgomery, AL
12. Williams, Thomas E. - Raleigh, NC

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group B - Athletic Room

BILL E. LOVELACE, Austin, TX - Group Leader

1. Bauer, V. Divine - Montgomery, AL
2. Beasley, Gary F. - Mississippi State, MS
3. Brown, Katharine F. - Raleigh, NC
4. Cotney, Evelyn - Montgomery, AL
5. Diener, Jackie - Auburn, AL
6. Glosson, Linda R. - Lubbock, TX
7. Halcomb, Jr., Alvin H. - Auburn, AL
8. McKinnev, Floyd L. - Frankfort, KY
9. Necessary, Douglas C. - Cocoa, FL
10. Raynor, Nancy L. - Raleigh, NC
11. Shepard, James H. - Little Rock, AR
12. Vrooman, Richard E. - Stillwater, OK
13. Weise, Oswald - Little Rock, AR

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group C - War Eagle Room

ED L. WORD, Atlanta, GA - Group Leader

1. Bevins, Lynn G. - Murfreesbor, TN
2. Hephner, Thomas A. - Athens, GA
3. Crittenden, J. F. - Gainesville, FL
4. Devine, John W. - Murray, KY
5. Halls, Norman T. - Springfield, MA
6. Hinrichs, Roy S. - State College, MS
7. Lundell, William - Minneapolis, MN
8. Mercer, Robert J. - Clemson, SC
9. Perry, John F., Jr. - Mississippi State, MS
10. Riggs, Anacile - Montgomery, AL
11. Scott, C. Paul - Atlanta, GA
12. Spann, Margaret E., Stillwater, OK

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group D - Tiger Room

JOAN E. STODDARD, Salem, OR - Group Leader

1. Collinsworth, Harley R. - Pensacola, FL
2. Davis, W. L. - Auburn, AL
3. Deloney, John E. - Montgomery, AL
4. Miller, John O. - Eatonville, FL
5. Morrison, Gregory G. - Columbia, SC
6. Odom, Hattie M. - Fayetteville, NC
7. Richardson, James A. - Raleigh, NC
8. Ristau, Robert A. - Madison, WI
9. Rudd, Frances - Little Rock, AR
10. Snidow, Dorothy - St. Petersburg, FL
11. Timmerman, Leonard H. - Watertown, SD
12. Worthy, Hubert E. - Montgomery, AL
13. Yelverton, Sandra - Montgomery, AL

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group F - South End Zone Room (North Section)

BARBARA JEAN WILKIE, Gainesville, FL - Group Leader

1. Anderson, Garfield A. - Auburn, AL
2. Anderson, Jr., Louis H. - Washington, D.C.
3. Clemmons, Jesse S. - Raleigh, NC
4. Dunahoo, J. Murl - Commerce, TX
5. Elmore, Grady L. - University, AL
6. Penner, Wayman R. - Stillwater, OK
7. Ploeg, Robert L., Cocoa, FL
8. Tart, Carl V. - Raleigh, NC
9. Thomason, Gloria D. - Nashville, TN
10. Tisdale, Vera P. - University, AL
11. Watkins, Betty P. - Clemson, SC
12. Williams, Gordon E. - St. Paul, MN

GROUP ASSIGNMENTS
TRAINING INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

Sponsored by
Colorado State University
Fort Collins, Colorado

Conducted
All-American Inn
Auburn, Alabama

February 5-9, 1973

Group E - South End Zone Room (South Section)

AMON HERD, Columbia, MO - Group Leader

1. Barkley, Joseph R. - Tallahassee, FL
2. Clements, Irene - Stillwater, OK
3. Cockle, Robert H. - Watertown, SD
4. Eaddy, Kenneth - Tallahassee, FL
5. Hannum, Betty - Tallahassee, FL
6. Harris, Paul M. - Dallas, TX
7. Herring, Keith - State College, MS
8. Hinton, Bruce M. - Knoxville, TN
9. King, Karen - Charleston, WV
10. Mullen, Jean Y. - Raleigh, NC
11. Newby, Howard L. - Mississippi State, MS
12. Sawyer, David E. - Montgomery, AL
13. Thomas, Maurice G. - Fort Collins, CO

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GENERAL CONSIDERATIONS
GROUP ACTIVITIES

The Group Activity Session topical outlines for Institute group activities are suggested formats only. They are intended to assist the group leader in organizing the sessions to discuss Curriculum Design, Accountability, etc. Group leaders and participants should feel free to structure the group sessions as the situation requires to accomplish for all a meaningful discussion of the procedures and concepts previously presented by the resource consultants.

Specific tasks and/or topics are suggestions only. All tasks need not be completed, nor is it intended that the tasks be limited to those suggested. The group report should be prepared and submitted to one of the Institute Co-Directors. The secretary for each group should identify the specific areas of discussion and the group's recommendations should be included in the report for each session. Material generated in the group sessions will be consolidated and sent to participants at the end of the project.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION I
(Tuesday 10:15 - 11:30 AM)

CURRICULUM DESIGN

Introduction: Effectiveness of schools is limited by curriculum planning and design. In turn, the effectiveness is dependent to a great extent on the competency of individuals preparing the curricula. Group activity of this session can assist each participant to further identify newly introduced concepts and relate them to curriculum planning strategies.

Purposes: Participation in this group activity is designed to enable individuals:

1. To gain skills for making valid curriculum content decisions
2. To develop priorities for implementing desired objectives
3. To explore and determine alternatives to problems and issues for curriculum development.

Expectations: Given specific tasks for identifying procedures for establishing valid curriculum, participants will prepare a list of essential steps to construction of curricula, evaluation, and specify acceptable alternatives.

Specific Tasks:

1. Identify and list valid approaches to determine the curriculum content for both vocational and career education.
2. Determine and list essential elements to be considered in building hierarchies of objectives (performance goals and/or behavioral objectives).
3. Develop and list criteria for evaluating objectives.
4. Identify and list the problems relative to development of objectives and curricula.
5. Suggest solutions to the problems identified above.
6. Other elements relative to the construction of curricula.

Group Assignments

Group A - Village Room
Group B - Athletic Room
Group C - War Eagle Room
Group D - Tiger Room
Group E - South End Zone Room (South Section)
Group F - South End Zone Room (North Section)

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION II
(Wednesday - 10:15 - 11:30 a.m.)

ACCOUNTABILITY

Introduction: Accountability of effective programs is a necessary ingredient for continuing financial support and self-appraisal. However, specific measurement often remains elusive. This session will focus on many concepts to assist participants to identify new approaches applicable in certain situations.

Purposes: This session will provide participants more opportunity to:

1. Explore current issues and problems related to accountability in vocational education
2. Discuss procedures for relating performance goals to accountability.

Expectations: After discussing issues, problems, and alternatives, the group will provide guidelines (to others similarly situated) for implementing more effective accountability approaches in vocational education.

Specific Tasks:

1. Identify and list issues and problems in accountability.
2. Identify and list methods and techniques for assessing accountability.
3. Other considerations important to accountability.

Group Assignments

Group A - Village Room
Group B - Athletic Room
Group C - War Eagle Room
Group D - Tiger Room
Group E - South End Zone Room (South Section)
Group F - South End Zone Room (North Section)

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III
(Wednesday - 3:15 - 4:30 p.m.)

CURRICULUM DECISIONS RELATIVE TO CAREER EDUCATION

Introduction: This session concentrates on the "brainstorming" technique for gaining new and specific approaches to the problem considered. Please read Osborn's Rules for Brainstorm Sessions and Killer Phrases (attached) before beginning the activities listed below.

Career education has its early roots with efforts to embody vocational education into general education. Effort is now directed at all levels to assist greater student occupational exploration. Thus, the need is great for specific procedures to infuse career education concepts into both general education and vocational education.

Purposes: This session will permit the sharing of concepts, issues, problems, and implementation procedures that curriculum decision makers must consider relative to career education.

Expectations: Given a review and discussion of current thinking about curriculum decisions as it relates to career education, participants will prepare a list of specific elements of the problem.

Specific Tasks:

1. Identify and list the specific curriculum problems for infusing career education into general education; into vocational education.
2. Determine and list strategies for planning career education curricula for each of the various grade levels (consider social, economic, political and civic implications).

(SEE ATTACHED ACTIVITY SHEET)

Group Assignments

Group A - Village Room
Group B - Athletic Room
Group C - War Eagle Room
Group D - Tiger Room
Group E - South End Zone Room (South Section)
Group F - South End Zone Room (North Section)

OSBORN RULES FOR BRAINSTORM SESSIONS

1. Criticism is ruled out:

   Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid. Criticism is reserved for a later "screening" session.

2. The wilder the ideas, the better:

   Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:

   The greater the number of ideas, the better likelihood of winners.

4. Combination and improvement are sought:

   Improvements by others on an idea give better ideas. Combining ideas leads to more and better ideas.

Reprint from
"Printer's Ink", December 2, 1955
Charles H. Clark, Assistant to the
Manager of Training,
Ethyl Corporation

KILLER PHRASES

This list was developed at a "Brainstorming Workshop" for the National Society of Sales Training Executives. If you don't want good ideas to curl up and die, put these killer phrases on your black list -- and keep them there!

Note: How many times have you heard these phrases?

It's not in the budget
Who thought of that?
I can't give you the money to go ahead
Everybody does it this way
Not timely
Too hard to administer
It's not progressive
Too theoretical
Production won't accept it
Personnel aren't ready for this
Won't work in my territory
Customers won't stand for it
The new men won't understand
The old men won't use it
Doesn't conform to our policy
We don't have the manpower
Takes too much time (work)
Don't move too fast
Has anyone else ever tried it?
We have too many projects now
Let's make a market research test first
Here we go again
Let's form a committee
Won't work in our territory
What do they do in our competitor's plant?
Where does the money come from?
Costs too much
Too big (or too small) for us
Too academic
It's a gimmick
Not profitable
You'll never sell that to management
Stretches imagination too much
They'll think we're long-haired
Engineering can't do it
Why something new now? Our sales are still going up
Let's wait and see
Too much trouble to get started
Too hard to sell
It's never been done before -- why stick our necks out?
We don't want to do this now
Factory can't follow up
Not enough background
The union will scream
That's too ivory tower
Let's put it in writing
I don't see the connection
What you are really saying is. . .
Let's sleep on it

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION III

INSTRUCTIONS: In light of the specific tasks mentioned on the preceding page, consider the grouping below for identifying the specific elements of the problem. List your own ideas below for later input to the group. (Use approximately one third of the allotted time for each of the areas).

Positive Factors (All of the reasons why)	Major Problems (Roadblocks to Implementation)	Strategies for Implementation
1. More relevant content. 2. Greater articulation among occupational clusters. 3. Earlier job orientation.	1. Attitudes. 2. Financial resources. 3. Parental awareness.	1. More utilization of community resources. 2. Extensive public-relation program. 3. In-service and pre-service education.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION IV
(Thursday - 3:15 - 4:30 p.m.)

RELATING AND VALIDATING CURRICULA

Introduction: Relating and evaluating curricula according to program objectives remains a constant challenge to educators. What is the role of administrators? Staff? What general and specific procedures are most important? Least important? How are these procedures determined? This session will consider how these answers may be obtained.

Purposes: This group activity is designed to permit participants an opportunity to explore problems and issues confronting those responsible for developing and validating curriculum and materials.

Expectations: Given an opportunity to discuss issues and problems surrounding curriculum development, participants will list specific procedures for upgrading staffs and materials and list evaluative criteria.

Specific Tasks:

1. Identify and list the problems and issues in improving staff capabilities in curriculum development.
2. Determine and list strategies for improving curriculum materials.
3. Determine and list alternative techniques for evaluating curricula.
4. Establish criteria for evaluating curricula.
5. Other.

Group Assignments

Group A - Village Room
Group B - Athletic Room
Group C - War Eagle Room
Group D - Tiger Room
Group E - South End Zone Room (South Section)
Group F - South End Zone Room (North Section)

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

GROUP ACTIVITY SESSION V
(Friday - 8:30 - 9:45 a.m.)

ROLE AND FUNCTION OF CURRICULUM LEADERSHIP IN CAREER AND VOCATIONAL EDUCATION

Introduction: The function of leadership is crucial to curriculum planning. Its importance is reemphasized as career education concepts emerge. Each individual and the organization of which he is a part has a role in formulating and implementing decisions which might affect curriculum development at all levels.

Purpose: To explore through group discussion the future leadership role and function of a specific organization as it relates to curriculum development for career and vocational education.

Expectations: Given an opportunity to discuss the role and function of a specific organization toward curriculum development, participants will prepare a list and report on the future implications, issues, and problems confronting that organization (as the participants view them) in fulfilling the total leadership concept.

Specific Groupings and Topics: Below are the specific organization to be considered. Suggested topics are numbered and intended to assist discussion, but not to be all inclusive.

State Departments
1. Problems and issues.
2. Major responsibilities in relation to curriculum laboratories.
3. Role of State Department in relation to local institutions.

Curriculum Laboratories
1. Responsibilities toward other agencies and institutions.
2. Problems and issues concerning input sources.

Teacher Educators
1. Future role in career and vocational education.
2. Academic and non-vocational concerns.
3. Coordination of educators and curriculum laboratories.

Local Institutions

1. Problems and issues at the local level.
2. Relationship of local institutions to teacher education.
3. Curriculum leadership at the local level.

National and Regional Offices - U.S. Office of Education

1. Responsibilities to state and local groups.
2. Role as related to curriculum laboratories.
3. Problems and issues for career and vocational education.

Group Assignments

Group A - Village Room
Group B - Athletic Room
Group C - War Eagle Room
Group D - Tiger Room
Group E - South End Zone Room (South Section)
Group F - South End Zone Room (North Section)

INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT

Auburn, Alabama

Daily participant review - 15 minutes at the close of each day. . . . .4:30 p.m.

Monday, February 5, 1973

Participant No.

1 Joe E. Amos, Stillwater, OK

21 Grady L. Elmore, University, AL

41 Robert J. Mercer, Clemson, SC

61 James H. Shepard, Little Rock, AR

71 Vera P. Tisdale, University, AL

Tuesday, February 6, 1973

Participant No.

14 Harley R. Collinsworth, Pensacola, FL

34 Karen King, Charleston, WV

44 Gregory G. Morrison, Columbia, SC

54 James A. Richardson, Raleigh, NC

74 Oswald Weise, Little Rock, AR

Wednesday, February 7, 1973

Participant No.

2 Louis H. Anderson, Jr., Washington, D.C.

22 Raymond F. Faucette, Little Rock, AR

42 Victor Rivera Morales, Hato Rey, Puerto Rico

52 John F. Perry, Jr., Mississippi State, MS

72 Richard E. Vrooman, Stillwater, OK

Thursday, February 8, 1973

Participant No.

6 Lynn G. Bevins, Murfreesboro, TN

26 Norman T. Halls, Springfield, MA

36 Bill E. Lovelace, Austin, TX

46 Howard L. Newby, Mississippi State, MS

66 Carl V. Tart, Raleigh, NC

To provide immediate feedback from Institute participants, a daily review by Institute participants will provide Co-Directors with the necessary data and information for the change process for Institute improvement.

The random selected participants will meet for 15 minutes on the specified date and time with Institute Co-Directors. The following three basic questions will be asked of the group reviewing the day's activities, consultants, group session, etc.

a. In your opinion, what were the strong points of the day's activities?
b. In your opinion, where were the less desirable activities for the day's session?
c. What changes should be made to improve tomorrow's activities?

The responses from participants to the above questions will be recorded and reviewed by Institute Co-Directors to determine the effectiveness of the day's activities. Participant comments will serve as sounding boards for the Institute staff to determine alternative strategies for improving participant satisfaction with the content and conduct of the Institute.

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INSTITUTE FOR CURRICULUM
PERSONNEL DEVELOPMENT

SUMMARY OF PARTICIPANT'S DAILY ASSESSMENTS
AUBURN, ALABAMA INSTITUTE

Monday

1. Speakers were very informative, placing proper emphasis on the relation of career education and vocational education.
2. The day's activities show excellent planning, including the registration procedure.
3. The opening day has been superior to most conferences I have attended.
4. It would help the listening team to read the speaker's paper before his presentation.
5. The evening session starting time should be earlier.
6. Water and glasses placed on the tables would be beneficial to the participants.
7. The opportunity to meet with our counterparts from other states was excellent and should be rewarding during the week.

Tuesday

1. The group sessions were excellent and allowed for more individual participation.
2. The general sessions appear more atune to state department problems rather than those writing and working with curriculum.
3. Group sessions have been weak in accomplishing the session objectives due to a need to become better acquainted with each other.
4. The general sessions material is being handled very well.
5. All sessions thus far have not been very helpful on the specifics of curriculum writing, although I now see the group sessions will be helpful in this regard.
6. A strong point is the opportunity to break into groups to discuss the ideas and concepts presented in the general sessions.
7. Group leaders should emphasize the purposes which have been written for the group sessions to keep participants "on the track."
8. The overall effort in planning this conference has been very good.

Wednesday

Strong Points:

1. Speakers have been very good.
2. Interaction of small groups, although structure does inhibit some freedom of expression.
3. The speaker's presentation, followed by the group session on the same subject, shows excellent planning and allows for better discussion.
4. Several presentations are outstanding and reenforce manv current beliefs of practioners.
5. Meetings are stimulating which makes me want to use the time to the fullest.

Less Desirable Activities:

1. Not enough time allotted for group sessions.
2. Subject areas presented might be too comprehensive to cover in the time we have this week.
3. Changing group membership would be beneficial to enable others to meet and become acquainted.
4. Participants should be drawn from academic and guidance areas as well as vocational education.
5. Speakers should have allowed more time after their presentations for personal visits with participants.
6. More physical movements should be incorporated in session to avoid fatigue of sitting.

Thursday

Strong Points:

1. Dividing into group sessions.
2. Questioning time to react to the speakers.
3. Organization of each day's activities.
4. Diverse background of participants has made Institute meaningful.
5. Dr. Larson's emphasis last night of the Institute's purposes very much clarified what we are trying to do. People are now thinking very constructively about what they are doing at the Institute.
6. Speakers today dealt very well with current problems in vocational education. The specifics by each speaker will be helpful.
7. The reactor panel method was excellent for stimulating all participants to react to the subject presented.
8. Question and answer periods are very good and appear to hold the group's interest.

Less Desirable Points:

1. Some speakers appeared to cover too much material in such a short time.
2. Limited experience of some participants in this field should be considered for future planning. Some subject matter was difficult for them to comprehend.
3. Group sessions are too short to cover the subject.
4. Meeting days have been too long.

Desirable Changes:

1. Allow each participant to read the speaker's paper prior to the presentation to permit greater reaction from participants. This might have gotten group sessions started sooner. (This assumes that each participant will read the paper prior to the presentation.)
2. The reactor panel concept should have preference over the listening team approach because more indepth study of the speaker's views affords a more positive reaction.

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Auburn, Alabama, February 5 - 9, 1973.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire Institute.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Registration will take place between the hours of 9:30 and 11:30 a.m. on February 5 with the formal program commencing at 1:00 p.m. The formal program will be completed by 2:00 p.m. on Friday, February 9, with the period from 2:00 - 3:00 p.m. set aside for counseling with individuals planning to take the Institute for credit. Arrange arrival and departure times with this schedule in mind.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
Acceptance of Institute

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

It is a pleasure to inform you that you have been selected to participate in the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Auburn, Alabama, February 5 - 9, 1973.

To reserve a place, kindly complete and return immediately:

ACCEPTANCE OF INSTITUTE INVITATION

Support will be provided as covered in the brochure. Participants will be eligible to receive support upon approval of application and attendance of the entire Institute.

In accordance with policies established, your reimbursement for travel will be limited to $150 since you are requesting to attend an Institute outside of your region. Undoubtedly your employer will be willing to absorb the difference between the total travel cost and the amount of reimbursement.

Letters of acceptance should be postmarked within five days after receipt of invitation. Please send letter by air mail if necessary. After receipt of your acceptance, further details will be provided.

Registration will take place between the hours of 9:30 and 11:30 a.m. on February 5 with the formal program commencing at 1:00 p.m. The formal program will be completed by 2:00 p.m. on Friday, February 9, with the period from 2:00 - 3:00 p.m. set aside for counseling with individuals planning to take the Institute for credit. Arrange arrival and departure times with this schedule in mind.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure
Acceptance of Institute

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

ACCEPTANCE OF INSTITUTE INVITATION AT AUBURN, ALABAMA

I accept the invitation to attend the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held in Auburn, Alabama, February 5-9, 1973.

Signed:____

Street Address:________________________ City:________________

State:________________________________ Zip Code:____________

Home Telephone No._______________ Office Telephone No.__________

1. Travel

   Make your own travel arrangements. Reimbursement will be at air tourist rate for individuals living within the Institute region (#3). Participants out of the region will be subject to air tourist fare reimbursement not to exceed $150.

2. Lodging

   Participants will receive Institute registration, food and lodging or the equivalency for commuters (not to exceed a total of $75 for the week.) Details will follow in a later letter.

3. Comments or questions

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

I know you are waiting with much interest to hear the decision relative to selection for the Institute for Curriculum Personnel Development. While we have made the initial selection, there are very likely to be some cancellations prior to the Institute.

The excelience of your background and qualifications, have prompted us to hold your application among those selected for alternate should cancellations occur. Would you be available on short notice to attend the Institute?

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Return to:

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

ACCEPTANCE AS ALTERNATE

AUBURN, ALABAMA

I accept the invitation as an alternate for the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held in Auburn, Alabama, February 5 - 9, 1973.

Signed:____

Street Address:__________________ City:______________

State:________________________ Zip Code:____________

Home Telephone No.______________ Office Telephone No.______

Comments or questions:

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education December 22, 1972

Dear Participants:

We are delighted to know that you will be able to joint us at the Institute for Curriculum Personnel Development at Auburn, Alabama, February 5-9.

Enclosed is our tentative program. It is very important that you complete and return as soon as possible (we must have by January 15) the Participant's Arrangement Form.

We are looking forward to seeing you at Auburn.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Return to:

PLEASE NOTE: RETURN NOT LATER THAN JANUARY 15, 1973

Dr. Milton E. Larson, Co-Director
Institute for Curriculum Personnel Development
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

PARTICIPANT'S ARRANGEMENTS FORM
FOR
AUBURN, ALABAMA

I accept the invitation to attend the INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT to be held at Auburn, February 5-9, 1973.

Signed:____

Street Address:__________________________ City:_________________

State:_________________________________ Zip Code:_____________

Home Telephone No.:___________________ Office Telephone No.:_____

1. Travel (complete a or b and c)

   a. I plan to arrive at the airport, ( ) Columbus, Georgia, ( ) Montgomery, Alabama, (check airport) via flight no.________ carrier___________ on (date)_________________ at (time)_____________________.

   b. I plan to drive, arriving approximately _________________.
   (date and time)

   c. I would like a representative from Auburn to meet me at the airport (in baggage claim area) and take me to Auburn.
   Yes_______ No_______

   Arrival at Motel:________________ at ____________(approx.)
   (date) (time)

   Accommodations:
   _____ Single @ $13.00 per day
   _____ Double @ $16.00 per day
   _____ Three in room - $19.00 per day
   _____ Four in room - $22.00 per day

   _____ If double, is this for spouse?

   ____
   (Yes or No)

   If no, would you share the room with another participant and divide the cost? Yes_____ No_____

   Departure from Motel:___________ at _________ (approx.)
   (date) (time)

If you plan to remain at the Motel after the Institute, please indicate below:

Number of days________________

Accommodations: Single____________ Twin____________

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education January 18, 1973

Dear

I am delighted to know that you will be with us for the Training Institute for Curriculum Personnel Development at Auburn, Alabama, and that you will assist us on a reactor panel on Thursday, February 8.

We will have the presentation by Dr. Wall from 8:30 to 9:15 and then we will have the reactor panel immediately following his presentation. Enclosed is a copy of Dr. Wall's presentation, "Validation of Curriculum in Vocational-Technical Education." We would like to have you read this and be ready to make a 5 to 10 minute reaction to this prepared paper. You may wish to include as part of your reaction, questions that you may have as well as comments. We would like to have each reactor respond and also prepare a brief paper which we could include in our final report. If there are any questions, we will have sometime to visit about this during the early part of the Institute. I appreciate your assistance.

Sincerely,

Dr. Milton E. Larson
Co-Director
Institute for Curriculum
Personnel Development

MEL/ph

Enclosure

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education January 19, 1973

Dear

I would like to thank you for serving as a group leader in the Auburn Institute for Curriculum Personnel Development. Enclosed are the general instructions for group leaders. Please review these and acquaint yourself with the specific group activities and your responsibilities for serving as group leader.

Present plans call for a meeting on Monday, February 5, 1973 to work out the final details. I will meet with the six group leaders at 11:00 a.m. at the Institute registration desk in the South End Zone Room of the All-American Inn.

Thanks in advance for your willingness to serve as a group leader for the Institute. If you have any questions please feel free to call me.

Sincerely,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

enclosures: Group Leader Duties and Responsibilities
Group Activities
Group Assignments

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

February 13, 1973

Dear

I would like to take this opportunity to thank you for serving as a group leader in the Training Institute for Curriculum Personnel Development held in Auburn, Alabama February 5-9, 1973. I heard many fine comments about your leadership in making the group session a profitable experience for participants. We all realize that serving as group leaders may seem to be a thankless task, but through your extra efforts these sessions were productive.

Thanks again for your contributions and best wishes for continued success.

Sincerely yours,

Ivan E. Valentine, Ph.D.
Co-Director
Institute for Curriculum
Personnel Development

ild

APPENDIX E

SUMMARY OF GROUP ACTIVITIES

TRAINING INSTITUTES FOR CURRICULUM PERSONNEL DEVELOPMENT

SUMMARY OF GROUP ACTIVITIES

FORT COLLINS, COLORADO	WASHINGTON, D.C.	AUBURN, ALABAMA
OCTOBER 23-27, 1972	NOVEMBER 13-17, 1972	FEBRUARY 5-9, 1973

During the individual Institutes the participants were divided into nearly equal groups for the purpose of discussing the topics and issues presented by the guest consultants. Topics included:

1. Curriculum design
2. Accountability
3. Curriculum decisions relative to career education
4. Relating and validating curriculum
5. Role and function of curriculum leadership in career and vocational education.

Group leaders were selected by the Co-Directors from among the participants. Each group leader continued in this role at each group session for that particular Institute. A secretary was appointed by each group to present a report to the Institute Co-Directors as to the material generated by that respective group.

Planning for the Institutes indicated specific tasks that each group might consider for each session. As a result, most secretaries submitted their reports in this manner. The sessions were indeed productive and are summarized for all of the Institutes on the pages of this section. This summary is divided by group sessions, then subdivided as to specific tasks.

GROUP SESSION I - CURRICULUM DESIGN

A. Identify and list valid approaches to determine the curriculum content for vocational and career education.

   1. Perform needs assessment as to kind and content with input from a constellation of community interest groups.
   2. Consider society's expectations.
   3. Make manpower projections.
   4. Review past programs.
   5. Develop objectives from occupational and task analysis.
   6. Identify basic clusters and link curriculum content to them.
   7. Coordinate content between states.
   8. Assess needs through followup.

9. Use advisory committees at all levels.
10. Involve teachers and practioners in process of implementation.
11. Build-in an on-going process of evaluation.
12. Assess instructional resources available relative to objectives.
13. Develop a general vocational philosophy.
14. Develop a comprehensive long range plan.

B. Determine and list essential elements to be considered in building hierarchies of objectives.

1. A needs assessment which specifies level and degree of desired outcomes.
2. State and federal legislative guidelines.
3. Objectives that interface (instructional, behavioral, affective).
4. The benefits derived from the program
5. Leadership capabilities for learning materials development.
6. Identify managers of learning and their committment to the program, i.e., teachers, supervisors, administrators, or who?
7. Committment of support and resources by state and local agencies.
8. Organizational philosophy, structure, and strategies that address student outcomes.
9. Specific and evaluative feedback procedures.
10. Specific learning activities required at various levels of students.
11. Constraints such as time, finances, facilities, and equipment.
12. Validation of needs assessment and underlying assumptions.
13. Manpower needs.
14. Attention to applicable learning theories.

C. Develop and list criteria for evaluating objectives.

1. Are they valid and reliable?
2. Does it relate to the goal? Promote the goal accomplishment?
3. Is the goal essential to the student and employer needs?
4. Is it achievable? Realistic in terms of the criteria?
5. Can it be measured as to intent, instructional process, instructional aids, learning environment, student performance and success, and its effect on the student and community?
6. Is it learner oriented?
7. Are different levels of performance provided for?
8. Is the knowledge implied in the objective essential to learner success?

9. Is the knowledge gained essential for goal achievement?
10. Does it have wide applicability?
11. Are cultural biases eliminated?
12. Is the objective appropriate to the grade level?
13. Is it redundant intentionally?
14. Is it based on sound learning principles?
15. Are specifics stated as to performance and conditions of evaluation?
16. Does the objective communicate the intent?
17. Is the trained individual successful at his job?
18. Does it provide for future training?
19. Is the time span specified?
20. Is a suitable device (or devices) available to measure outcomes?
21. Does the objective specify person or unit responsible?
22. Are follow-up studies related to objectives and compared?
23. Are interested, concerned and expert persons involved in evaluation?
24. Does it provide for continuous evaluation?
25. Does evaluation include observable student behavior student "report", and employer and/or on-scene adult agreement that objective is obtained?
26. Is it compatible with policy and philosophy of the district or area authority?

D. Identify and list the problems relative to development of objectives and curricula.

1. Many persons not knowledgeable of the proper methods.
2. Horizonal and vertical articulation between schools, districts, and states.
3. Lack of specificity in state requirements for development and implementation.
4. Poor evaluative procedures.
5. Inadequate data base for decision making.
6. Lack of clear definitions for intent of career education.
7. Clear federal guidelines.
8. Inconsistent funding patterns.
9. Non-specified age access to given curricula.
10. Release time for teacher planning and inservice training.
11. Preservice education for teachers and counselors.
12. Lack of approaches to elementary teachers.
13. New concepts not accepted by all schools in the same time frame.
14. Poor documentation of the process through which a curriculum is developed.
15. Lack of awareness of student needs by those charged with curriculum development.
16. Lack of involvement by elementary teachers in curriculum development.

E. Suggested solutions to the problems identified and other elements essential to curricula construction.

1. Strengthening of philosophy for acceptance of career education concepts.
2. Stronger emphasis on needs for career education concepts to be introduced at the elementary level.
3. Involve more elementary teachers in the planning process.
4. Tailor performance objectives to people rather than subject content.
5. Improve the value connotation of vocations.
6. Review other successful programs and adapt to specific areas.
7. Develop and implement inservice education for all school personnel, utilizing outside consultants from colleges and universities.
8. Encourage teachers to validate their own curriculum in the community and with industry.
9. Identify core curriculum in existing programs and modify programs in line with standards.
10. Develop an information system for ideas exchange.
11. Place more emphasis on curriculum development skills in preservice and inservice teacher education.
12. Greater involvement of business, industry, parents, and students to assist vocational educators.
13. Improve definition of terms and concepts for greater acceptance and adaptability.
14. Incorporate career education into existing programs and de-emphasize subject centered approach.
15. Pretest and posttest all students.
16. Define alternatives for curriculum activities.
17. Determine the cost-effectiveness and list alternatives.
18. Define implementation procedures and their alternatives.
19. Do systematic follow-up of all students.
20. Widen human "models" from which students identify and derive their values through early and constant exposure to adults of different cultures and life styles.
21. Investigate options for multiple funding, i.e., local, state, and federal sources.
22. Provide objective third party evaluation of all projects and perform wide dissemination of all successes and failures. Document prototypes for greater transportability.
23. Dissemination workshops for review of content and a means of preparing teachers.

GROUP SESSION II - ACCOUNTABILITY

A. Identify and list issues and problems in accountability.

1. What instruments are available? Are they updated? Are they valid?
2. Ratio of success to failure.
3. Product vs. process.
4. Cost considerations in accountability.
5. Meeting the needs of students, community, business, and industry.
6. Filling employment needs according to an occupational analysis.
7. Being responsive to world needs and projecting future needs.
8. Providing students with skills and knowledges that will allow them to find a place in society.
9. General but specific definition of accountability. What are the specifics to be measured against?
10. Lack of acceptance through misunderstanding.
11. Lack of ability to write performance objectives.
12. Reliability of methods for gathering and interpreting data.
13. Fixing responsibility when objectives are not met.
14. Accountability must start at the top administrative level.
15. Lack of models for others to study.
16. Lack of uniformity creates need for direction.
17. Persons responsible for outcomes are not aware of program goals.
18. Will accountability penalize innovation and creativity?
19. What are the acceptable achievements?
20. How can redirection be established in a positive direction?
21. Lack of research and information system.
22. To whom are we accountable? Taxpayer or student? Both?
23. Relationship of constraints - funding, law, tradition, profession, etc.
24. Resistance of staffs and individual attitudes toward change.
25. Improved communication at all levels of responsibility.
26. Relationship of quantity (FTE) to accountability.
27. Teacher supervision, evaluation, preservice and inservice training.
28. Is job placement an accountable issue?
29. How do specific programs relate to the overall education spectrum?
30. Can self-evaluation perform as a satisfactory assessment?
31. Where do you find effective third parties?
32. Mobility of student creates follow-up difficulties.
33. How do you use results of accountability studies?
34. Interdisciplinary articulation.
35. Lack of public relations.
36. Tendency of the evaluator to inject biases.

37. What frequency of evaluation is required?
38. Demands and pressures created by money or lack of money.
39. Teacher organizations and their relationship to boards of education, communities, etc.
40. Ground rules spelling out types and levels of responsibility in the accountability program. Areas over which educators have no control should be eliminated.
41. How will accountability be enforced?
42. Number of student dropouts.
43. Student placement.
44. Value and level of inservice training.
45. Overlap or repetition of teaching of skills and knowledges.
46. Not all variables are controllable.
47. Accrediting agencies that use unrealistic procedures.
48. How can we measure the affective domain?

B. Identify and list methods and techniques for assessing accountability.

1. A performance management system.
2. Competency testing.
3. Establish clear objectives and goals which are understandable to people to whom education is responsible.
4. Involve all people responsible for outcomes in the formation of goals and the delivery plans.
5. Adapt testing instruments to be appropriate to the specific program involved.
6. Relate performance to reimbursement.
7. Develop a management system which stresses more uniformity and accuracy.
8. Develop effective follow-up studies.
9. Use of advisory committees.
10. Positive leadership from administrators.
11. Share methods of accountability with all concerned, i.e., between communities, states, etc.
12. Develop performance objectives related to real needs.
13. Conduct evaluation at various times to provide for adjustment of the process.
14. Put more resources into preservice and inservice education for greater acceptance of newly developed materials.
15. Better communication with public for greater acceptance.
16. Test new curriculum with student teachers to overcome experienced teacher biases.
17. Committment of employment service to provide data for follow-up and planning.
18. Relate student success ratio in terms of budget allotment.
19. Use of Ohio State Performance Based Teacher Education program.
20. Regional school evaluations.

21. Evaluate according to accepted models.
22. Perform evaluation using community leaders, parents, and advisory committees.
23. Form consortium of schools to eliminate duplication and flooding of the market.
24. Know all of the objectives before you evaluate.
25. Clear job descriptions of the evaluated.
26. Reassess goals and state objectives in terms of process and product to be achieved.

GROUP SESSION III - CURRICULUM DECISIONS RELATIVE TO CAREER EDUCATION

A. Positive factors (all the reasons why to infuse career education and vocational education).

1. Provides for proper parental contributions to school activities.
2. Permits curriculum innovations.
3. Allows for greater emphasis of the total person.
4. Allows for better integrations of curriculum approaches.
5. Sets climate for positive community involvement.
6. Is an avenue for public information.
7. Enables the school to extend into the home and work place as a part of the learning environment.
8. Builds student enthusiasm for learning.
9. Provides for realistic application of subject matter content courses.
10. Permits an emphasis on leisure time activities as important to work success.
11. Makes for school/industry/business involvement to meet a common goal.
12. Allows for total student involvement.
13. Outcome oriented.
14. Exposes students to a multitude of activities.
15. Program outcomes and objectives are easier to communicate.
16. Increases information and options for student use in making career decisions.
17. Politically salable.
18. More relevant program for all.
19. Leads to greater articulation, both vertically and horizonally, from grades K through 16+.
20. Individualized instruction.
21. Is student centered.
22. Makes for a flexible base for decision making.
23. Permits a greater amount of self-realization.
24. Permits involvement of media systems.
25. Is a tool for a public relations program.

26. Insures the continued input of student thinking.
27. Makes every teacher a counselor.
28. Early awareness to the world of work.
29. Early attitude development.
30. Better awareness of self.
31. Negates preconceived notions about the world of work.
32. Awareness of occupations within students' own families and the community.
33. Shows the interrelatedness of occupations.
34. Provides experiences in dealing with more kinds of people.
35. Expands sources of information.
36. Gives teachers opportunity to help each other more - indisciplinary articulation.
37. Forces teachers to dissolve the traditional approach to education.
38. Fosters more action research within the classroom.
39. Fosters involvement and interchange of total faculty and administration.
40. Fosters better human relations between students.
41. Forces guidance people into the classroom.
42. Increased use of job placement specialists and job placement centers within the schools.
43. Easy exit into and out of the system.
44. Student better equipped for job choices or to continue education.
45. Positive attitude to work developed.
46. Better holding power if students can see a reason for staying in school.
47. More economical.
48. Gives a purpose for teaching.
49. Schools will be responsible for the adults too.
50. Gives an institutional awareness rather than an individualized or departmental awareness to teaching.
51. Will provide for easier financing.
52. Better meet the needs of industry and business.
53. May reduce frustrations.
54. Establishes a need to involve people at all working levels.
55. Greater use of people in industry.
56. Results in the development of human resource developers.
57. Especially positive spin-off for the disadvantaged.
58. Provides education for life as well as for work; learning how to learn.
59. Improves the teaching-learning situation.
60. Reduce dropouts.
61. Better decisions in staying or leaving school.
62. Equal education through intelligent choice.
63. Allow individuals more independence from parents and society at an earlier age.
64. Learn by doing -- career education will make it a career oriented activity.

65. Will cause up-grading of the curriculum.
66. Provides for flexibility of education.
67. There may be some spin-off such as a better race relations because occupations are equally available to all.
68. Produce more relevant management and administrative systems.
69. Greater financial/political involvement.
70. Validation to student of reason for existing subjects.
71. Greater committment, enthusiasm, and cooperation.
72. Greater long range planning.
73. Increased costs should be insignificant.
74. Force counselors to work in the skill areas.
75. Produce greater cooperation on the part of higher education.
76. Causes students to see career ladders and assist them in moving up career ladders.
77. Provides for easier application of academic concepts.
78. Can be a program to meet a large number of identified needs.
79. Better understanding of developmental processes.
80. Awareness of social competencies.
81. Recognition of facilitating and impeding factors in the classroom environment.
82. Open classroom concept.
83. Decentralization of input.
84. Improved fiscal management.
85. Clarification of responsibilities.
86. Fosters more liberal education.
87. Friends and associates will be determined by career choices.
88. More realistic occupational preparation for greater numbers.

B. Major problems (roadblocks to implementation)

1. Lack of qualified people in career education.
2. Negative attitudes by those who must be involved.
3. School administrators lack understanding or do not favor programs.
4. Career education is tied to vocational education and carries a negative connotation.
5. Cost.
6. Professional jealousy.
7. Inconsistencies in guidelines for implementation.
8. Inferiority complex on the part of vocational educators.
9. Lack of articulation among disciplines of the educational system.
10. Reward systems present in education.
11. Lack of time needed for planning.

12. Fear that career education is a passing fad.
13. Policies regulating field trips.
14. Lack of curriculum materials.
15. Inefficient dissemination procedures-lack of communication.
16. Community views career education as a "crash program,"
17. Program is often administered by vocational educators and should not be.
18. Program is attached to extra monies and fails when money "dries up."
19. Serious money not devoted to its implementation.
20. Problems for infusing career and vocational education sometimes difficult to identify and define.
21. Lack of agreement as to the true role of career education.
22. Public has not yet been "sold" on the concept.
23. Apathy of those concerned.
24. Resistance to change.
25. Colleges and universities are not preparing teachers to implement career education.
26. Goal identification and obscure objectives.
27. Time for staff development.
28. Teacher certification and tenure.
29. Facilities and equipment not fully useable.
30. Terminology not always transportable.
31. Evaluation and accountability techniques.
32. Mobile society.
33. Changing concept of work's place in society.
34. Open door policy may lead to administrative and staffing problems.
35. Inservice education.
36. Eliminating or minimizing discipline prejudices.
37. Teacher attitudes toward the various occupations and jobs.
38. Reidentification of the role of education in our society.
39. Biases of personnel.
40. Legislative constraints.
41. Setting of priorities.
42. Class scheduling.
43. Attitudes of business and industry.
44. Political climate.
45. Coordination of curriculum content.
46. Social strata.
47. Homogenity of staff.
48. Lack of leadership and definition of this role to career education.
49. Lock stepping students into an ill-defined path.
50. Adapting models to a specific (different) situation.
51. Fear that vocational education will be "swallowed-up" by career education.
52. Fear that vocational education will bear the burden of career education.
53. Lack of coordinated effort, i.e., federal, state, local.

54. Fragmentation of the total effort.
55. Preconceived notions about career education might be wrong.
56. Poorly and under-developed management systems.
57. Previous "conditioning" of minority groups.
58. Inflexibility of union policy and labor laws.
59. Lack of expertise and the desire to acquire that expertise on the part of counselors, and all educators, as well.
60. Traditionalism of the system, i.e., grading system, Carnegie Unit, fixed time schedule, etc.
61. Bureauracy's inertia.
62. High schools cannot individually handle skill training for the vast array of occupations, i.e., large schools vs. small school districts.
63. Geographic isolation from the cultural effects and opportunities for hands-on experiences.
64. Structure of the school day and year.
65. The assumption of the sole agency concept by education in the development of career education.

C. Strategies for implementation.

1. Policy statement from school board.
2. Commitment and involvement on the part of the parents, community, business and industry, boards, administrators, teachers, students, and state departments of education.
3. State supervision, coordinator for career education within the school district.
4. Use of pilot programs.
5. Utilization of present models.
6. Specific funding at the local level.
7. System-wide inservice.
8. Infusing career education programs at the teacher education level.
9. Providing teacher time for production of materials.
10. Contracting for production of materials.
11. Curriculum (lab) regional centers.
12. Identifying new resource people.
13. Maximum utilization of multi-media devices to provide vacarious experiences for the students.
14. Use of specialized high schools for skills training.
15. Secondary centers to provide vocational programs - area vocational/technical schools.
16. Implement job placement services.
17. Articulation between secondary and post-secondary schools.
18. Provide advanced placement and job placement along with a follow-up system.
19. Individualized instruction, simulation, hands-on experiences provided.
20. Evaluation and follow-up for justification of the program to help assess what is being done presently and eliminate

the voids.
21. More utilization of community resources.
22. Extensive public relations program in all communities.
23. Make greater use of advisory committees.
24. Maintain a flexible program.
25. Reorient guidance personnel to the concept of career education.
26. Eliminate incompentent or non-sympathetic teachers.
27. Use simulation as a strategy for training.
28. Develop career education standards, then build in these standards for all to know and identify.
29. Involve students in the planning process.
30. Redesign facilities to meet the needs of career education.
31. Develop adult and continuing education programs and facilities.
32. Research the long range implications of career education programs.
33. Provide a state-wide clearinghouse for models of career education programs.
34. Provide for cooperative programs, student release time, and emphasize youth organizations.
35. Develop new legislation to provide continuous funding.
36. Establish realistic goals based on true needs assessment.
37. Utilize all government agencies' resources for planning.
38. Reassess current programs by subject matter for implications to career education.
39. Provide preservice/internship experiences in business and industry to upgrade the professional staffs with an awareness and orientation to the world of work.
40. Hold workshops to disseminate information on current models and ways of implementing career education on the local level.
41. Provide funding that permits teachers to reenter the world of work for their needed training/upgrading.
42. Provide means for short-term exchange of staffs of curriculum laboratories and teachers in the field.
43. National leadership should coordinate the efforts of curriculum development and provide guidelines for roles, responsibilities, and activities at all levels for implementing career education.
44. Use a 12 month school year to better implement programs.
45. Revise accreditation requirements to reflect new education concepts.
46. Interchange teachers between disciplines to improve articulation.
47. Establish dialog between industry/business and education to communicate and implement career education concepts.
48. Provide incentives for elementary teachers to immediately implement current models for career education.

49. Develop cooperative arrangement between small school districts.
50. Encourage students to make career choices, but provide more choices and supporting information.
51. Develop position papers to better define the role of USOE, state departments, superintendents, boards of education, principals, guidance counselors, and teachers.
52. Develop clear and precise policy statements for curriculum planners to follow.
53. Utilize performance contracting where desirable.

GROUP SESSION IV - RELATING AND VALIDATING CURRICULUM

A. Problems and issues in improving staff capabilities.

1. State departments do not have curriculum department divisions and functions created. Responsibility is not always defined.
2. State department and local districts are autonomous. State department acts only as consultant, thus recommendations are often rejected.
3. Lack of time to get local personnel together to develop expertise.
4. Provide inservice for teachers, including costs and time allowance.
5. Finding resources beyond the educational system to use in curriculum education.
6. What part of the undergraduate program should be devoted to curriculum development?
7. Locating resource people to do a particular task.
8. What should be the form of an organizational structure for curriculum development?
9. Needed are operational definitions of curriculum including levels of curriculum, i.e., K-6, 7-9, 10-12, and post-secondary.
10. A systematic approach to curriculum development is lacking. This has implications for staff development and assignment.
11. Persons moving into positions of responsibility sometimes lack understanding of underlying social/political interactions operating in communities.
12. Curriculum specialists need exposure and indepth visitations to one or more curriculum laboratories.
13. Procedures are inadequate for identifying individuals who can contribute to the curriculum development process.
14. Information base for review of curriculum materials is insufficient for evaluating personnel capabilities.
15. Lack of definition of specific function and role.
16. How to involve people concerned with the decision making process of curriculum development.

17. Lack of training for curriculum directors, writers, and specialists.
18. Lack of communicating the latest practices to the people affected by curriculum.
19. Intra-state and inter-state competition, coordination, and communication.
20. Lack of money for reproducing and dissemination.
21. Qualifications for a curriculum specialist are rarely defined and vary from one situation to another. Most administrators have their own.
22. Remoteness in time and geography of curriculum writers from the classroom.
23. Administrators lack understanding of the problems of the curriculum developer.
24. Lack of resources committed specifically for curriculum development.

B. Strategies for improving curriculum materials.

1. Request advisory committee judgment.
2. Use objectives and criteria test.
3. Perform graduate evaluations.
4. Use systems approach to evaluate student failures.
5. Perform validation, field test with variety of population.
6. Have inservice workshops for writers and teachers and tailor materials to individual needs.
7. Use student and teacher evaluations.
8. Employ experts to identify and assist in correction of materials.
9. Establish broader base for sharing curriculum materials.
10. Use Butler's schematic on curriculum design or similar scheme for planning.
11. Adapt Frank Wimer's management system for curriculum design and planning.
12. Establish a level of responsibility for curriculum development.
13. Identify the nature of accountability for curriculum materials.
14. Establish faster communication between levels of organizational hierarchy.
15. Diagnose the curriculum problem via a feasibility study and sort out the needs relative to curriculum change.
16. Design inservice programs (workshops, visitations, etc.) for teachers, supervisors, administrators and other personnel appropriate to provide a time for actions and foster communications and provide a vehicle for group decision making.
17. Establish procedures for a continuing validation of curriculum materials by involving the preparers, implementers, and product users (industry, business, etc.)

18. Develop long range and short range goals for continual input and output of teachers, administrators, state departments and teacher educators.
19. Anticipate need for introducing alternative action(s) to bypass obvious blockage in certain problem areas and identify leadership and authority to initiate such steps.
20. Record and document evidence as a basis for change.
21. Regional leadership be established on a regular basis.
22. Pay teachers to be involved in curriculum development on a regular basis.
23. Continuous review of materials developed by others.
24. Provide release time for teachers in order to involve them in curriculum development.
25. Require more preservice courses on curriculum development.
26. Make learning activities and content more relevant to objectives.
27. Hire professional writers that meet established criteria.

C. Alternative techniques for evaluating curricula.

1. Specify evaluation task and personnel responsible and fund to fulfill.
2. Specify internal and external criteria.
3. Involve state advisory committee or an advisory group in process evaluation.
4. Include criterion and summative.
5. Make use of a needs assessment as a check upon the evaluation.
6. Student departure and entry curriculum included in evaluation.
7. Consolidate resources and efforts in evaluation.
8. Valid and reliable evaluative instruments to measure objectives.
9. Perform pre-test, post-test, and follow-up of students.
10. Study of methods used to present content.
11. Employ expert evaluative or accreditation teams.
12. Employment of students.
13. Employ the design-pilot-field test-revise cycle.
14. Involve teachers, teacher educators, supervisors, and representatives from business/industry to evaluate the materials.
15. Validate objectives before developing teacher materials.
16. Pilot test using selected teachers with developed materials, then evaluate and revise before dissemination.
17. Material developed should consider costs involved in its use.
18. Evaluate the process and procedure by which the product was developed.

19. Student employability.
20. Provide graduates' feedback into the program.
21. Employer evaluation of student job capabilities as related to school curriculum.
22. Student placement as measure of curriculum validity.

D. Establish criteria for evaluating curricula.

   1. Use pre-test-post-test as measured against the objectives.
   2. Use employer evaluation of student; skills, knowledge of occupation, performance on the job, attitudes and values.
   3. Allow advisory committee's evaluation as to latest techniques used in business/industry.
   4. Teacher's valid recent occupational experience.
   5. Job analysis included.
   6. Performance objectives which are measurable.
   7. Criterion referenced tests.
   8. Instructions for use of materials.
   9. Subjective field testing that provides rating scale for teachers, students, administrators and laymen.
   10. Follow-up studies of graduates.
   11. Content is applicable to available jobs.
   12. Cost.
   13. The product is congruent with the goal set for the learner.
   14. Established relationship between accountability and curriculum evaluation.
   15. Measure time of training vs. job qualifications.
   16. Measure time of training vs. cost of training for job qualifications.
   17. Measure ability and/or age of trainee vs. time and cost of training.

GROUP SESSION V - ROLE AND FUNCTION OF CURRICULUM LEADERSHIP IN CAREER AND VOCATIONAL EDUCATION

A. Leadership role of teacher educators.

   1. Prepare teachers in preservice and inservice training in occupational clusters.
   2. Train teacher to establish more flexible programs and instruction.
   3. More inservice for teacher training professors.
   4. Emphasize career education in preservice programs.
   5. Assist in gaining acceptance and funding for teacher education as a part of career education.
   6. Help other teacher educators to gain expertise in relating application techniques to career education.
   7. Assist teachers to gain skills in job analysis and understanding the labor market needs.

8. Assume larger role in research and especially in classroom type activities, instruction, etc.
9. Better utilize higher education facilities for inservice training of teachers.
10. Provide incentive for the teacher to accept retraining.
11. Involve academia and vocational education in cooperative curriculum development, thereby assisting attitudinal changes required for career education implementation.
12. Work for closer coordination of state boards of education and state boards of higher education.
13. Assist to avoid unnecessary duplication of programs within a state.
14. Become more aggressive in the coordination of all curriculum development at local, state, and national levels.
15. Implement a program of reverse internship, i.e., place college instructors in the schools to test theories and locate teachers in colleges to teach other teachers.
16. Provide greater articulation between teacher educators and state departments with reference to each others needs.
17. Involve teacher educators with state departments to identify problem areas, development of new curriculum, and dissemination of the curriculum.
18. Act as liason person for better articulation between high school and higher education.
19. Assist in gaining cooperation of central administration in making adjustments for career education.
20. Act as resource person for inservice education, and program development.
21. Communicate frequently with public school teachers to assess needs for incorporating in course content.
22. Develop new courses to prepare future teacher for career education counseling and administration.
23. Teacher educators must also be accountable as are public school educators.
24. Team teaching with department supervision in teacher education.
25. Merge curriculum laboratories and teacher education departments.
26. Facilitate coordination between teacher education department and state and regional curriculum laboratories.
27. Assist coordination between the RCU and the curriculum laboratory.
28. Develop flexibility in credit system of universities to enable teachers to obtain credit for other offerings, i.e., workshops, conferences, job experience, etc.

B. Leadership role of state departments.

1. Problems:
    - a. United effort on the part of the entire department
    - b. Insufficient funds for adequate staffing, research, developmental projects, publications, inservice, curriculum development
    - c. Curriculum center for career education
    - d. Political pressure
    - e. Lack of authority
    - f. Lack of use of management tools
    - g. Lack of effective communication (intra-department as well as state and nation-wide)
    - h. Decisions pertaining to implementation of career education
    - i. Uncertainty of funding
    - j. Lack of committment by state legislators
    - k. Lack of coordination between state education department and state vocational education department
    - l. Check and balance system to assure that teachers implement curriculum developed at state level
    - m. Lack of clearly defined responsibilities for curriculum development
    - n. A delivery system that assures "feedback" to and from the state level.

2. Responsibilities of state department in relation to curriculum laboratories:
    - a. Provide guidelines and leadership
    - b. Provide for curriculum resource center to be located outside of the state department
    - c. Conduct manpower surveys
    - d. Cooperate in disseminating prepared materials and/or make them accessible
    - e. Provide inservice training for teachers who will use the material
    - f. Involve persons, or agencies, and groups, including businessmen and persons from industry, in establishing a format
    - g. Define efforts and responsibilities through systems approach to provide for cooperation at all levels
    - h. Establish cooperative working relationships with all levels to assist implementation of developed curriculum
    - i. Seek financial support and pool resources
    - j. Coordinate inter state efforts to avoid duplication
    - k. Communicate with curriculum laboratories to advise of and develop long range goals.

3. Role of state department to local institution:
    a. Provide leadership in inservice education in the use of curriculum materials in cooperation with local teacher education institutions
    b. Provide funding for inservice education
    c. Provide for appropriate research in curriculum materials
    d. Provide for appropriate preservice teacher education in career education
    e. Coordination of teacher certification and re-certification standards
    f. Provide curriculum guidelines
    g. Develop training programs to demonstrate how curriculum developed at state level can be implemented at the local level
    h. Provide leadership in validation through RCU and CCU.

C. Leadership role of curriculum laboratories (Washington only reported).

1. Responsibilities to other agencies and institutions:
    a. Provide service to other agencies such as penal institutions, schools for the blind, foreign countries as well as those public institutions and agencies which are usually considered
    b. Develop and disseminate curriculum materials for all operating programs in career education, and particularly vocational education programs within contiguous states
    c. Coordinate all aspects of curriculum development
    d. Be consultants for teacher inservice programs
    e. Be responsible to state departments to assess needs for career education
    f. Help develop innovative interdisciplinary programs for career education by serving as a data bank for specific subject matter
    g. Solicit financial help from textbook companies and other businesses interested in curriculum development
    h. Help establish criteria of curricula to be used by all dissemination centers.

2. Problems and issues concerning input sources:
    a. Better standards for evaluation of curriculum output (qualitative)
    b. Standard procedures for validating curriculum materials
    c. Administrative variation of curriculum laboratories, that is who has role of directing the laboratory - the state department, the university, or perhaps a federal agency

    d. Lack of clear definition and guidelines for each level of government from local to national.

D. Leadership role of local institutions.

1. Problems and issues at the local level:
    a. Lack of time, personnel and expertise
    b. No centralized place or personnel for curriculum development
    c. Lack of facilities for locating, reviewing and evaluating materials "on the shelf"
    d. Lack of coordination of service areas
    e. Failure of utilizing craft committees to locate curricula and materials for classroom instruction
    f. Incompleteness of curriculum materials, i.e., media not available for materials developed
    g. Lack of time and inertia of the system
    h. No positive state level direction
    i. Lack of involvement of vocational educators in administration
    j. Provide better models for career education to assist implementation
    k. Administrators not always committed to innovation and change
    l. Not enough sharing of materials developed by others
    m. The administration does not provide for enough involvement for sequencing of curriculum across grade and school levels
    n. The responsibility for curriculum development at the local level must be more clearly defined.

2. Relationship of local institutions to teacher education:
    a. Must be cooperation between departments of teacher education and state and local department for development of curriculum
    b. Provide workshops and inservice sessions according to needs and when requested
    c. Facilitate communication between teacher education, state departments, and the local institution
    d. Teacher training institutions can respond to the description submitted by the school of the individual needed as a school practioner
    e. Close communication should be established to assure proper course content according to teacher needs
    f. Teacher inservice training should provide for academic credit
    g. Teacher training should provide for direct involvement of teachers in infusing career education
    h. Teacher educators should assist teachers to implement newly developed materials.

3. Curriculum leadership at the local level:
    a. Must be innovative to fit local conditions
    b. Review other successful programs
    c. Use other ESEA funds - Title III and V
    d. Develop E.P.D.A. project for career education
    e. Obtain mini-grants for inservice education
    f. Assist RCU dissemination
    g. Culling and selecting materials
    h. Locate resource people to assist teachers
    i. Perform public relations program to inform school board, PTA, licensing organization and administrators what is being done
    j. Supervise inservice workshops for use of hardware and software
    k. Coordinate the team approach of state department personnel, curriculum laboratories, teacher educators, and advisory committees to provide curriculum for the teacher to use in the classroom
    l. Utilize former and present students in conceptualizing and testing new approaches in curriculum development
    m. Encourage teaching personnel to become involved in community activities to maintain school-community linkage.

E. National and Regional Offices - U.S. Office of Education.

1. Responsibilities to state and local groups:
    a. Provide systematic guidelines
    b. Assist coordination and communication from U.S.O.E./Regional
    c. Communicate necessary lead time for projects planning and check sheets
    d. Encourage involvement of elementary and secondary level educators in career education development
    e. Encourage designation of a state level person responsible for career education development in that state
    f. Foster nationwide leadership for curriculum development
    g. Provide funding taken equally from all areas of education when developing projects related to career education
    h. Promote career education through all media from the national level
    i. Promote regional conferences or institutes at different instructional levels, like K-6, etc.
    j. Provide guidelines for funding of curriculum laboratories, to include a library and career education promotion literature.

APPENDIX F

ADDITIONAL COMMENTS BY PARTICIPANTS

TABLE VII

PARTICIPANTS' RESPONSES EXPRESSED AT THE TIME OF THE INSTITUTE RELATIVE TO THE SUBJECT CONTENT

I Feel That:	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree		
	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB
The speakers really knew their subject.	8	13	18	39	44	49	14	10	1	9	4	1	5	2	0
The speakers stimulated me to think about the topics presented.	6	14	25	54	51	43	9	1	1	6	7	0	0	0	0
We did not relate theory to practice.	7	8	0	18	13	9	16	19	10	31	25	42	3	8	8
Printed materials that were provided were very helpful.	23	33	31	40	33	35	9	6	2	3	1	1	0	0	0
The information presented was too elementary.	0	2	0	3	5	0	9	4	2	41	36	40	22	26	25
The information presented was too advanced.	1	1	0	8	3	3	11	6	6	43	44	50	12	19	10

FTC - Fort Collins WAS - Washington, D.C. AUB - Auburn

TABLE VII -- Continued

I Feel That:	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree		
	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB
The content presented was applicable to current problems and issues.	6	18	14	51	41	51	7	10	3	9	2	1	2	2	0
I didn't learn anything new.	2	1	1	2	1	1	2	3	2	35	32	30	34	36	35
I could have learned as much by reading a book.	1	2	0	5	6	1	8	4	2	38	36	32	23	25	34
Possible solutions to my problems were considered.	2	6	10	48	37	49	11	19	7	11	11	2	3	0	0
The material presented was valuable to me.	20	28	37	42	35	29	8	5	1	5	3	1	0	2	1
I have a guide for future action relative to curriculum construction as related to Career and Vocational Education.	3	11	11	38	31	40	17	18	16	13	10	2	2	3	0

TABLE VIII

PARTICIPANTS' RESPONSES EXPRESSED AT THE TIME OF THE INSTITUTE RELATIVE TO THE INSTITUTE PURPOSES

I Feel That:	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree		
	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB
The purposes of this institute were clear to me.	9	19	32	44	35	34	12	9	3	8	7	0	2	3	0
The purposes of this institute were not realistic.	1	3	3	13	15	6	12	9	3	37	27	34	12	19	23
The participants accepted the purposes of this institute.	10	11	24	49	42	42	11	7	3	5	13	0	0	0	0
The purposes of this institute were not the same as mine.	2	8	1	22	15	14	13	9	4	29	30	32	9	11	18
The institute met my expectations.	2	13	21	41	36	42	13	9	4	19	10	2	0	5	0

TABLE IX
PARTICIPANTS' RESPONSES EXPRESSED AT THE TIME OF THE INSTITUTE RELATIVE TO ORGANIZATION AND CONDUCT OF THE INSTITUTE

I Feel That:	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree		
	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB
Group activities were well structured.	6	15	16	44	39	42	7	7	2	15	11	7	2	3	1
We worked together well as a group.	16	21	20	50	41	41	6	6	2	3	5	6	0	0	0
The schedule was too fixed.	15	7	8	18	13	15	12	9	2	28	36	37	2	8	7
Group activities were excellent.	12	12	17	40	32	36	13	15	8	9	13	6	1	1	2
There was little time for informal conversation.	12	4	9	29	20	10	4	6	2	24	35	42	6	9	5
I didn't have an opportunity to express my ideas.	2	0	2	6	2	4	3	1	1	54	36	42	10	34	20
Too much time was given to trivial matters.	2	1	0	6	7	2	7	7	5	48	47	53	12	11	9

TABLE X

PARTICIPANTS' RESPONSES EXPRESSED AT THE TIME OF THE INSTITUTE RELATIVE TO GENERAL FEELINGS ABOUT THE INSTITUTE

I Feel That:	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree		
	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB	FTC	WAS	AUB
If I were to do it over again, I would apply for this institute.	35	33	45	25	25	22	8	10	2	5	4	0	2	1	0
I really felt a part of this group.	13	18	20	45	46	47	8	5	2	9	4	0	0	0	0
My time was well spent.	16	21	28	39	32	39	15	14	2	5	4	0	0	2	0
I would recommend this Institute to others.	11	25	31	44	31	37	16	13	0	4	2	1	0	2	0
Institutes of this nature should be offered again in the future.	24	32	29	43	28	39	6	7	0	2	4	1	0	2	0

TABLE XI

PARTICIPANTS' RESPONSES AS TO HOW THEY PLANNED TO APPLY THE KNOWLEDGE GAINED FROM THE INSTITUTE

Application	% of responses in order of importance with 1 being most important, 2 second, etc.					
	1	2	3	4	5	6
Provide leadership resulting in improved curricula.	46	22	16	10	4	2
Plan meetings for vocational educators to increase integration of vocational education and career education . . .	10	20	18	14	21	17
Apply concepts in curriculum construction	20	28	20	13	13	6
Evaluate existing curriculum materials.	8	19	22	20	16	15
Build a closer link with business, industry, and agriculture.	3	13	12	16	27	29
Build a closer link to general education.	12	12	18	21	16	21

NOTE: Other suggested applications indicated by 2 or more participants of the knowledge they gained from the Institute with the number for each.

Share human contacts made here with colleagues in my state	3
Work to develop a new kind of public institution, or career education center for secondary education levels	2
Introduce concepts gained at this Institute to other educational areas.	2

TABLE XII

SUGGESTIONS BY PARTICIPANTS OF ALL INSTITUTES FOR AREAS OF SUBJECT MATTER FOR INCLUSION IN FUTURE INSTITUTES

COMMENT	NO. MAKING COMMENT
More "how to do" kinds of activities and presentations.	43
More inter-disciplinary approaches to career education.	34
Include more participants from other disciplines and at more levels of education.	8
Provide more information on evaluation techniques.	4
Include more information to specialized groups, i.e., state department personnel, educators, etc.	3
Illustrate methods for disseminating information obtained at the Institute.	2
Include more guidance approaches.	2
Present more inservice techniques.	2
More discussion on performance objectives writing.	2
Include more curriculum for special needs.	2

NOTE: Only those comments receiving 2 or more mentions are listed.

TABLE XIII

PARTICIPANTS' RESPONSES AS TO WHETHER AS A RESULT OF THE INSTITUTE THEY WOULD CONTINUE CONTACTS WITH CONSULTANTS AND PARTICIPANTS

Yes 192 No 4

If yes, what types of information would be helpful to you?

Comment	No. making comment
Exchanging materials developed to date in career education and occupational education.	61
Examples of infusing career education in present curriculum.	51
Curriculum laboratory developed materials.	17
A system of communication for dissemination of information about curriculum developments.	16
A discussion of specific curriculum development problems.	9
Models for evaluation.	7
Assistance at inservice institutes.	5
Provide a needs matrix whereby we can help others.	4
Teacher education procedures relating to career education.	4
How to use materials presented at the Institute.	4
Resource persons at area meetings.	4
List of resource persons in career education.	3
Model programs that may be visited.	2

NOTE: Only those comments receiving 2 or more mentions are listed.

TABLE XIV

OTHER COMMENTS BY INSTITUTE PARTICIPANTS AS INDICATED BY TWO OR MORE PARTICIPANTS

COMMENT	NO. MAKING COMMENT
Very fine Institute. I appreciate the opportunity to attend.	26
Compliments to Dr. Larson and Dr. Valentine for a well organized and well run Institute.	13
More time should be devoted to informal sessions to permit ideas exchanged between participants.	8
This Institute provided for excellent contacts for future use.	8
More examples of working models should be part of program.	7
Include more general educators at next Institute.	6
Poor accommodations (Ft. Collins)	5
Change group membership for better mix and new contacts.	5
Include implementation procedures at the local level.	3
Include time for recreation and relaxation activities.	3
Use other professional and resource personnel: American Institute of Research Applied Science Associates - Dr. John Folly State Director for Arizona - Eugene Dorr	3
Large group question and answer sessions should require questioner to use microphone so all can hear.	2
Involve participants in more activities.	2
Distribute papers for review ahead of the Institute.	2
Should have more similar institutes.	2

NOTE: Only those comments receiving 2 or more mentions are listed.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 7, 1973

Dr. Ivan Valentine
and
Dr. Milton Larson
Colorado State University
Fort Collins, Colorado 80521

Dear Milt and Ivan:

As a member of your advisory committee for the Curriculum Development Institutes, I would like to add my congratulations to those you have undoubtedly received for the excellent work you both have done. Your efforts have been above and beyond the call of duty.

While only able to spend two days in Auburn, I was greatly impressed with the caliber of the participants. Of all the conferences, the last one will probably prove to be the most successful.

There is a great and pressing need for more inservice work with curriculum personnel. These three institutes have only begun to scratch the surface. I would hope that your grant with USOE (or an appropriate augmentation) would allow you to study what changes have occurred in the participants' curriculum work as a result of attending these institutes. If USOE is to fund institutes of this type, they need emperical data to substantiate their value. We can't obtain such information without a follow up study of the participants involved. I urge you to investigate the possibilities of such a study.

Again, my congratulations for a job well done.

Sincerely,

Pat

Patrick J. Weagraff, Ed.D.
Director, Vocational-Technical
Education Curriculum Laboratory
Program Planning Unit
Vocational Education Section
(916) 322-2330

PJW:md

cc: Dr. E. Simpson
Dr. W. Berndt

COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT 40601

REGION ELEVEN

552 South Lake Drive
Prestonsburg, Kentucky 41653

Dr. Ivan E. Valentine
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Valentine:

May I take this opportunity to compliment you for planning and implementing the training institute for Curriculum Personnel Development which I had the opportunity of attending in Aurburn, Alabama. If educators are to meet the needs of the young people and adults through relevant vocational education and career education programs, competent training such as we received is essential. Here in the Appalachian Region of Eastern Kentucky we plan to try to implement the career education concept to better serve the educational needs of our people.

Thank you for inviting me to attend the Institute and I hope you can continue your work in the development of the career education program in this country.

Sincerely yours,

Bronelle Skaggs

Bronelle Skaggs
Regional Director
Vocational Education Programs

BS:sb

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
CURRICULUM DEVELOPMENT CENTER
ROOMS 151-152, TAYLOR EDUCATION BLDG.

February 12, 1973

Dr. Ivan E. Valentine, PH.D., Co-Director
Institute for Curriculum Personnel Development
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

Dear Dr. Valentine:

Enclosed are my reactions to Dr. Weagraff's paper, "Developing Hierarchies of Objectives for Vocational Education Curriculum and Management." I apologize for being late in getting this to you, but as I discussed with Dr. Larson, I had difficulty in organizing my reactions in a manner which I felt would be constructive. I appreciate the opportunity to participate in the program, although, I did feel my assignment rather difficult.

Please allow me this opportunity to express to you my sincere thanks for the opportunity to attend the institute. I felt the program was well organized and you and Dr. Larson ought to be congratulated for organizing a splendid program and doing a very effective job of managing the institute.

Searching for a positive note about the snow storm, I can only comment that I was pleased to participate in history in the making. I understand that was the largest snow fall in Auburn since 1914. We made it to Atlanta by rental car on Saturday and had no problems in getting to Lexington from there.

Thanks again for the opportunity and pleasure of working with you. I trust you will pass my thanks on to Dr. Larson.

Respectfully yours,

Bob Spillman

Robert E. Spillman, Assistant Director
Curriculum Development Center

RES:dlp

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

February 12, 1973

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Congratulations on the completion of a well-organized and smoothly-operated institute at Auburn, Alabama last week.

I thoroughly enjoyed the institute and look forward to meeting the many friends I made during the week.

Sincerely,

Floyd

Floyd L. McKinney, Director
Program Supporting Services Division

FLM:bja

cc: Dr. Ivan E. Valentine

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

February 14, 1973

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

I want to extend my appreciation to you for the opportunity to participate in the Auburn Institute. Since I am new to my present position in the South Carolina State Department of Education, the institute presented an ideal opportunity to hear how others feel about curriculum development and career education.

I must compliment you on a well run, well organized five days. You will notice I have enclosed my evaluation form which I was unable to complete.

Thank you for giving me the opportunity to attend the institute.

Sincerely,

Gregory G. Morrison

Gregory G. Morrison, Consultant
Research Coordinating Unit
Office of Vocational Education

GGM/fla

Enclosure

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF ADULT AND VOCATIONAL EDUCATION
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

RUSSELL S. CLARK
Assistant State Superintendent

February 19, 1973

Dr. Ivan E. Valentine
Vocational Education Department
Vocational Research
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Valentine:

I want to express my appreciation again for being allowed to participate in the outstanding conference which you and other members of the Colorado State University Staff conducted recently at Auburn, Alabama. The speakers were most informative and contributed pertinent material for those of us concerned with career and vocational education curriculum development.

It was good to visit with you again and share some of our common interests in vocational education. Best wishes to you and the staff as you continue to provide this kind of service to the vocational education program.

Sincerely,

Ed Word

Ed Word, Associate Director
Secondary School Vocational
Programs

EW/ecn

ALEXANDER GRAHAM JUNIOR HIGH SCHOOL
ROBESON STREET
FAYETTEVILLE, NORTH CAROLINA 28301

T. MAX ABBOTT
SUPERINTENDENT

JOHN K. LANCASTER
PRINCIPAL

February 20, 1973

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

I want to thank you again for inviting me to attend the Training Institute for Curriculum Personnel Development, in Auburn, Alabama, during the week of February 5 thru 9. It was a most enriching experience for me. I have a broader understanding and a deeper appreciation for all that is involved in curriculum planning. The importance of articulation of all levels from kindergarten through post high school and the problems that really confront us in correlating the academic area of education with career education, are realized more keenly than ever.

The personnel attending the institute seemed so sincere, and I was impressed with their dedication to their profession. I appreciated the opportunities given me to express my views in areas applicable to the junior high classroom situations, and other areas where my experience provided answers or contributions worth sharing.

The fellowship enjoyed during the week and knowledge acquired relative to curriculum planning will be most helpful in our state and to me in working on the North Carolina State Curriculum Planning Committee to which I have been appointed.

It was one of the best institutes I have ever attended

Sincerely,

Hattie M. Odom

Hattie M. Odom teacher,
Introduction to Vocations

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION

CURRICULUM COORDINATING UNIT FOR
VOCATIONAL-TECHNICAL EDUCATION
P. O. DRAWER DX
STATE COLLEGE, MISSISSIPPI 39762
PHONE: 601 325-2510

February 20, 1973

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Congratulations on a job well done. The Training Institute for Curriculum Personnel Development recently completed at Auburn was, in my opinion, a complete success.

The speakers selected presented papers on a wide variety of topics, many of which are problem areas in career education. Certainly their information will be beneficial to all of us involved with curriculum development. The informal group meetings were stimulating and provided all an opportunity to express their thoughts and should help to reorganize our thinking towards the problems and goals of career education.

In responding to a question, Dr. Jack Willers stated, "There are many things in education to which you can't apply the ruler." This statement is particularly appropriate when attempting to evaluate the institute. How do you measure the stimulation and professional growth which takes place when people doing similar work in different states are brought together and given the opportunity to meet, talk over problems, and share ideas? These immeasurable outcomes, which took place during the coffee breaks and over the dinner table might just be responsible for some excellent output of curriculum materials in the near future.

Thank you for the opportunity of being a participant at the Auburn Institute. I certainly feel the experience will help me in my work.

Sincerely,

Roy S Hinrichs

Roy S. Hinrichs
Curriculum Coordinator
Industrial Arts

RSH/pm

Cooperating with the Division of Vocational and Technical Education, State Department of Education

COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT 40601

REGION ELEVEN

552 South Lake Drive
Prestonsburg, Kentucky 41653

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

May I take this opportunity to compliment you for planning and implementing the training institute for Curriculum Personnel Development which I had the opportunity of attending in Auburn, Alabama. If educators are to meet the needs of the young people and adults through relevant vocational education and career education programs, competent training such as we received is essential. Here in the Appalachian Region of Eastern Kentucky we plan to try to implement the career education concept to better serve the educational needs of our people.

Thank you for inviting me to attend the Institute and I hope you can continue your work in the development of the career education program in this country.

Sincerely yours,

Bronelle Skaggs
Regional Director
Vocational Education Programs

BS:sb

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

February 26, 1973

Dr. Milton E. Larson
Colorado State University
Vocational Education
Fort Collins, Colorado 80521

Dear Dr. Larson:

Thank you very much for the opportunity to attend and participate in the Institute for Curriculum Development at Auburn, Alabama.

I appreciated receiving the "Certificate of Participation."

If I can be of assistance to you in any follow-up to this seminar, please call on me.

Sincerely,

Gordon E. Williams
Post Secondary Vocational Program Supervisor
Industrial Occupations

GEW:ms

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 9, 1973

Dr. Milton E. Larson
Co-Director
Dr. Ivan Valentine
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Milt and Ivan:

Congratulations on the very succesful curriculum institutes that you managed in three sites around the country. I have heard so many complimentary remarks about the institutes and their management.

The institutes have played a very significant role in improving the curriculum development and management capabilities of many of the emerging leaders in vocational-technical education. I think that the impact of your institutes will be felt in many positive ways for years to come.

Warm best wishes.

Sincerely,

Elizabeth J. Simpson
Director, Curriculum Center for
Occupational and Adult Education

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION

CURRICULUM COORDINATING UNIT FOR
VOCATIONAL-TECHNICAL EDUCATION
P. O. DRAWER DX
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE: 601 325-2510

March 14, 1973

Dr. Milton E. Larson and
Dr. Ivan E. Valentine
Co-Director's
Institute for Curriculum Personnel Development
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson and Dr. Valentine:

Thank you for a delightful five day learning experience in Auburn, Alabama. I feel that the priviledge of exchanging ideas with individuals who share similiar interests will enrich my thinking and broaden my outlook on career education. I am sure that I profited from listening to the well informed speakers who presented papers.

I humbly submit the paper that I wrote after listening to the interesting paper delivered by Dr. Sunny Hanson. I hope to see you again.

Sincerely,

Mrs Louie E. Kemp

Mrs. Louie E. Kemp
Curriculum Coordinator
Home Economics

LEK:cp

Cooperating with the Division of Vocational and Technical Education, State Department of Education

State of Arkansas
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
ARCH FORD EDUCATION BUILDING LITTLE ROCK, ARKANSAS 72201

STATE BOARD FOR VOCATIONAL EDUCATION
RABIE RHODES, HARRISON, CHAIRMAN
DR. JOHN COLE, MALVERN, VICE CHAIRMAN
T. C. COGBILL, JR., STAR CITY
JIM DUPREE, WELDON
DR. ELLIS GARDNER, RUSSELLVILLE
WAYNE HARTSFIELD, SEARCY
JACK E. MEADOWS, CROSSETT
HARRY A. HAINES, BLYTHEVILLE
THE REV. EMERY WASHINGTON, LITTLE ROCK

A. W. FORD
EXECUTIVE OFFICER

TELEPHONE:

ASSOCIATE DIRECTOR	371-2165
INSTRUCTIONAL PROGRAMS:	371-2469
BUSINESS & OFFICE	371-1766
CONSUMER & HOMEMAKING	371-2363
DISADVANTAGED & HANDICAPPED	371-2374
DISTRIBUTIVE EDUCATION	371-2269
GENERAL COOPERATIVE EDUCATION	371-2374
HEALTH OCCUPATIONS	371-2361
TRADE & INDUSTRIAL	371-2371
VOCATIONAL AGRICULTURE	371-2561
VOCATIONAL ORIENTATION	371-2375
PROGRAM PLANNING, ANALYSIS, EXEMPLARY	371-1855
VOCATIONAL FINANCE	371-1848
VOCATIONAL TECHNICAL SCHOOLS	371-2373

March 15, 1973

Dr. Ivan E. Valentine
Co-Director
Institute for Curriculum
Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Valentine:

Thank you for sending the travel expense check for my participation in the Alabama Institute for Curriculum Personnel Development. This was a very worthwhile experience for me and I was pleased to have the opportunity to participate. There was evidence that much planning had been done in arranging this workshop and you and your staff are to be commended for the excellent arrangements, the quality resource people, and the materials which were provided.

My personal good wishes for continued success in your endeavors.

Sincerely,

Frances Rudd

Frances Rudd, Supervisor
Home Economics Education

FR:dl

Texas Tech University

College of Home Economics
P. O. Box 4170
Lubbock, Texas 79409

Department of Home Economics Education

Phone (806) 742-1173

March 20, 1973

Dr. Ivan E. Valentine
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Dr. Milton Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Dear Dr. Valentine and Dr. Larson:

I have thought of the excellent training institute for curriculum personnel development that you sponsored in Washington, D. C., so many times. It was truly one of the most outstanding professional experiences that I have ever had. I have heard so many remarks concerning the perfect timing, the wonderful speakers, and the coordination that both of you gave to the institute.

Since the institute I have been thinking very seriously about the implementation of career education in my particular area. I have been able to take some action but there are many things that still need to be done. However, I realized that I had to get some of my thoughts on paper if I were to receive credit for the institute. I am enclosing a paper which I hope will come up to your expectations.

Again let me express my sincere appreciation for all of your efforts on behalf of vocational education.

Sincerely,

Camille G. Bell

Camille G. Bell, Chairman
Department of Home Economics Education

CGB:n
Encl.

Texas Tech University

College of Home Economics
P.O. Box 4067
Lubbock, Texas 79409

Home Economics Instructional
Materials Center

Phone (806) 742-6203

March 23, 1973

Dr. Milton E. Larson, Co-Director
Institute for Curriculum Personnel Development
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Enclosed is the paper required for receiving graduate credit for the Institute for Curriculum Personnel Development which I attended in Auburn, Alabama.

I would like to take this brief opportunity to tell you how much participation in the institute meant to me. For the first time, I feel I really understand the purposes and farreaching implications of career education. I want to thank you and your staff, too, for all the work you did in making the institutes a success.

Thank you again.

Sincerely,

Linda R. Glosson

Linda R.Glosson (Mrs.)
Acting Director

LRG:rh

Enclosure

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION

CURRICULUM COORDINATING UNIT FOR
VOCATIONAL-TECHNICAL EDUCATION
P. O. DRAWER DX
STATE COLLEGE, MISSISSIPPI 39762
PHONE: 601 325-2510

February 16, 1973

Dr. Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80531

Dear Dr. Larson:

Having attended the Training Institute for Curriculum Personnel Development at Auburn, Alabama, will indeed help me to implement the principles and concerns of career education and vocational education. The week was well organized, including the unexpected Southern joy of a record breaking snowstorm.

This gathering of career educationalists proved to be even more of an asset than pre-conference contemplations. I found the comradeship of fellow educators most relaxing and informative. It is only unfortunate that additional persons could not have participated. Overheard at the conference were a number of remarks indicating that future meetings of such magnitude could provide invaluable services to education. It is with this thought in mind that I communicate with you. If predictions from the institute hold true, this ground breaking conference will be the forerunner of additional regional meetings to provide leadership to and for career education.

Again, let me say that I thoroughly enjoyed the conference and have already made plans to use some of the information obtained. How refreshing it is to see such a group of people all pulling in the same direction with the same rope.

Sincerely,

John F. Perry

John F. Perry
Curriculum Coordinator
Business and Office Education

JFP/pm

Cooperating with the Division of Vocational and Technical Education, State Department of Education